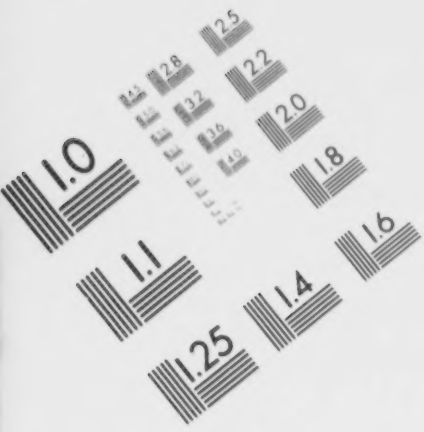

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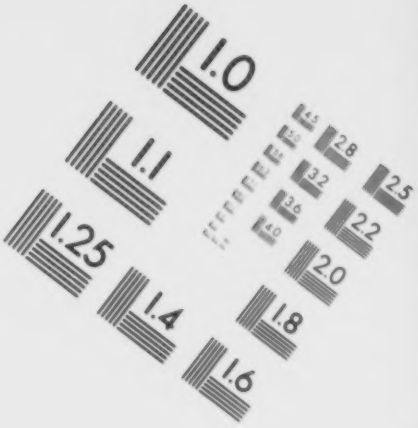

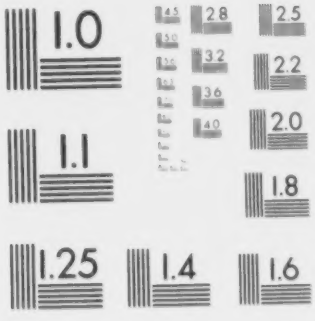

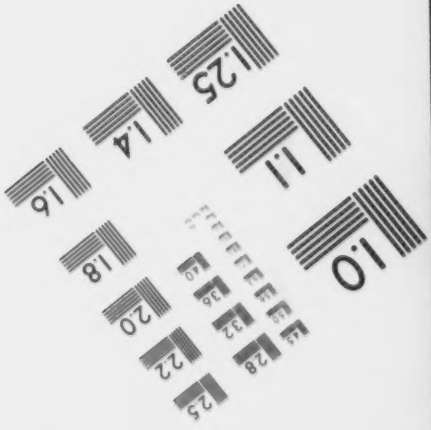

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ABSTRACT

A national phone survey was conducted by the Eastern Kentucky University Training Resource Center to determine how states were addressing the problems associated with the transition of youth from correctional facilities to their home communities. The survey, which was conducted during March-May 1987, asked chief state juvenile correctional officials to respond to 26 questions. The questions focused on the organization of juvenile correctional services, policies and procedures related to transition, and the identification of the best transitional programs in each state. This report presents a summary of selected data from the information gathered regarding the organization of juvenile correctional services and existing policies and procedures related to transition. Profiles of all of the states and the District of Columbia systems follow the summary of selected data. Four tables and four references are included. (NLA)

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YOUTH IN TRANSITION:
From Incarceration to Reintegration

A National Survey of State Juvenile Correctional Services

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YOUTH IN TRANSITION:
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YOUTH IN TRANSITION:

From Incarceration to Reintegration

A National Survey of State Juvenile Correctional Services

Executive Summary

Adjudicated youth who have been committed to custodial care in juvenile correctional facilities face many challenges in their efforts to transition to adult life. Transition from school to work is at present a national priority for youth with educational handicaps. Transition has been defined as "an outcome oriented process encompassing a broad array of services and experiences that lead to employment" (Will, 1984). The time span of the transition process covers high school, post secondary education or adult services and initial years of employment. For many youthful offenders who return to the community, reentry into public school is too often not a viable alternative (Haberman & Quinn, 1986). The majority of youth committed to the Kentucky Department for Social Services have a history of school problems (70 percent) and have been previously enrolled in special education programs (56 percent) (Adams, 1987).

The opportunities for transition to meaningful employment are equally limited for adjudicated youth. Many youth who return to the community lack the necessary job seeking and retention skills needed to obtain employment. Lacking marketable job skills and having a limited education, these individuals are often faced with a bleak future. Effective strategies are needed for social services and correctional professionals to use in the transition of adjudicated youth from institutional environments to community settings (Webb, Maddox, & Edgar, 1986).

DESCRIPTION OF THE STUDY

A national phone survey was conducted by the Eastern Kentucky University Training Resource Center to determine how states were addressing the problems associated with the transition of youth from correctional facilities to their home communities. The survey, which was conducted during March-May, 1987, asked chief state juvenile correctional officials or their designees to respond to 26 questions. The questions focused on the organization of juvenile correctional services, policies and procedures related to transition, and the identification of the best transitional programs in each state. This report presents a summary of selected data from the information gathered regarding the organization of juvenile correctional services and existing policies and procedures related to transition. Profiles of all of the states and the District of Columbia systems follow the summary of selected data. A subsequent report will provide a summary of alternative strategies and innovative programs used for more effective transitioning of youth from correctional facilities to the community.

SURVEY RESULTS

In the national survey, 16 of the questions elicited either a yes/no response or one of a limited number of responses. The coded responses to these questions are displayed in Tables 1, 2, and 3. Table 1 presents an overview of the responses for each state; Tables 2 and 3 summarize the responses of the states. Table 4 contains the 16 questions selected from the total survey.

The transition of youth from correctional facilities requires coordination of services which has been facilitated in some states by placing juvenile correctional services and social services within the same agency. Slightly less than half (23) of the states have combined juvenile programs and social services within one comprehensive agency. Despite the national trend toward longer fixed sentences for adult offenders, most states (31) have retained indeterminate

commitments for juvenile offenders. The most common mandatory release ages were 18 (19 states) and 21 (20 states). The age of mandatory release ranged from 16 to 25. Only 9 of the 51 states/District of Columbia reported that they required community supervision after release at the mandatory age. Most states (43) reported having established special provisions for youth who commit violent offenses which frequently included the option of a commitment to an adult facility. Although the majority of states (41) reported procedures for the transfer of school records to the correctional facility, most jurisdictions (40) reported that the records are not received until after the youth has been placed in the facility.

Procedures for notifying the public school of the youth's release and impending return to the community were reported by 42 of the states. When asked about the transfer of the records to the school from the facility, 26 states reported that records were sent after rather than before or at the same time of the youth's release. Officials in all states and D.C. reported that individual education programs (IEP) were developed for the incarcerated youth with learning handicaps. School enrollment, job training, or placement were reported by 25 states as conditions of release. After release from a correctional facility, youth in most states (45) are placed under community supervision. The agencies and professionals varied between states and at times within a state. Half of the states (25) reported major revisions in their juvenile justice system/code during the last 5 years. Only 23 of the states reported having conducted any follow-up studies of the youth leaving residential correctional programs. According to the officials interviewed, 41 states have written guidelines for the transition of youth from correctional facilities back to their home communities.

SUMMARY

Juvenile correctional services in the United States are not provided in a uniform or consistent fashion. The states have adopted different administrative, sentencing and operating procedures in response to the troubled youth of this nation. Juvenile justice is in a period of change with nearly half of the states having enacted major revisions in their juvenile codes since 1982. The services and resources available to youth returning to the community from correctional facilities are very limited in most states. The transition of youth from correctional settings to community, education, and employment certainly requires that correctional and social service agencies develop workable policies and procedures to provide effective services and resources.

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Tab

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A National Survey of Juve

Data Summa

Selected Items from National Survey	AL	AK	AZ	AR	CA	CO	CT	DE	FL	GA	HI	ID	IL	IN	IA	KS	KY	LA	ME	MD	MA	MI
1. Juvenile correctional programs and social services are in the same agency.	N	Y	N	Y	N	N	N	Y	Y	Y	N	Y	N	N	Y	Y	Y	N	N	N	Y	Y
2. Juvenile commitments are Determinate (D), Indeterminate (I), or Both (D/I).	D/I	D	D	I	I	D	I	I	D/I	I	D/I	I	I	I	I	I	D/I	D	I	I	I	I
3. Youth can be committed until age:	18	19	18	18	25	21	16	18	19	21	19	21	21	21	18	21	18	21	21	18	18	19
4. Is supervision required at mandatory release age?	N	N	N	N	N	Y	N	N	N	N	N	Y	Y	N	N	N	N	N	N	N	N	N
5. Are there special provisions for youth who commit serious (violent) offenses?	Y	Y	N	Y	Y	Y	Y	N	N	Y	Y	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	N
6. Is there a procedure for transfer of youth's school records to juvenile correctional facility?	Y	Y	Y	Y	Y	Y	Y	Y	N	Y	N	N	Y	Y	Y	Y	N	Y	N	Y	Y	N
7. School records are generally received: Before (B), Same Time (S), or After (A) commitment.	B	A	A	A	A	A	A	A	A	B	A	A	A	A	A	A	A	A	A	B	B	A
8. Is there a procedure for notifying the public school when a youth is leaving the facility?	Y	Y	N	Y	Y	Y	Y	Y	N	Y	Y	N	Y	N	Y	Y	Y	Y	N	Y	Y	Y
9. Records are transferred from the facility to the public school: Before (B), Same Time (S), After (A), or Other (O), when a youth leaves the facility.	S	A	A	S	A	S	B	B	S	A	A	A	A	A	A	A	A	A	S	S	B	S
10. Is there an individual education program (IEP) for incarcerated youth with learning handicaps?	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
11. As a condition of release, is a youth required to be returning to school, involved in job training programs, or immediate job placement?	N	Y	N	N	N	Y	Y	Y	N	N	Y	N	Y	N	N	Y	N	Y	Y	N	N	Y
12. Has there been any major revision in the Juvenile Justice System in the last five (5) years?	Y	N	Y	Y	N	Y	N	Y	N	Y	Y	Y	Y	N	N	Y	Y	Y	Y	N	N	N
13. Who supervises youth on aftercare or parole: Social Worker (SW), Probation/Parole (P), Aftercare Worker (AW), or Other (O)?	P	P	P	O	P	P	P	P	O	SW	P	SW	P	P	SW	SW	SW	P	P	AW	O	SW
14. Are there requirements for supervision by and contact with a community worker?	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
15. Have there been any follow-up studies conducted on youth leaving juvenile facilities?	N	Y	N	N	Y	N	Y	N	Y	Y	Y	N	Y	N	N	N	N	Y	N	N	Y	Y
16. Are there written guidelines for transition of youth from juvenile facilites back to the community?	N	Y	Y	Y	Y	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	N	Y	Y	Y	N	Y

This report represents the results of a national phone survey of state juvenile correctional agencies conducted March - May, 1987. The survey was conducted by the Training Resource Center Project, Department of Correctional Services, at Eastern Kentucky University, under a contract with the Kentucky Department for Social Services. For

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Table 1

UTH IN TRANSITION:

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ey of Juvenile Correctional Services

ata Summary By State

ME	MD	MA	MI	MN	MS	MO	MT	NE	NV	NH	NJ	NM	NY	NC	ND	OH	OK	OR	PA	RI	SC	SD	TN	TX	UT	VT	VA	WA	WV	WI	WY	DC
N	N	Y	Y	N	N	Y	N	N	Y	Y	N	N	N	Y	N	N	Y	Y	Y	N	N	N	N	N	Y	Y	N	Y	N	Y	N	Y
I	I	I	I	I	I	I	D	I	I	I	D	I	D	D/I	D/I	I	I	D	I	D/I	D/I	I	D/I	I	I	I	I	D	I	D	I	D
21	18	18	19	19	20	18	21	18	18	18	18	21	21	18	18	21	18	21	18	21	17	18	21	21	21	17	21	21	20	18	19	21
N	N	N	N	N	N	Y	N	N	N	N	N	Y	Y	Y	N	N	N	N	N	N	N	N	N	N	N	N	N	N	Y	N	Y	N
Y	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N	Y	Y
N	Y	Y	N	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N	Y	Y	Y	Y	Y	Y	N	Y	N	Y	Y	Y	Y	Y	Y
A	B	B	A	A	A	A	A	A	A	A	S	A	A	A	B	A	A	A	B	A	A	A	A	A	A	B	A	S	A	A	S	B
N	Y	Y	Y	Y	N	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	N	Y	Y	Y	Y	Y	Y
S	S	B	S	A	A	S	A	A	B	S	A	A	A	S	B	S	A	S	B	A	A	A	S	A	A	B	B	A	S	B	S	B
Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Y	N	N	Y	Y	N	Y	N	Y	Y	N	Y	Y	Y	N	N	N	Y	N	N	Y	Y	Y	Y	Y	Y	N	N	N	N	N	N	Y
Y	N	N	N	N	N	Y	N	N	N	Y	Y	N	N	N	Y	N	Y	Y	Y	N	N	N	Y	Y	Y	Y	N	N	N	N	N	Y
P	AW	O	SW	P	O	AW	AW	P	P	P	P	P	O	O	AW	SW	P	P	P	P	O	P	AW	P	P	SW	AW	O	P	AW	P	AW
Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N	Y	N	Y	Y	Y	Y	Y	Y	N	N	Y	Y	Y	Y	Y	Y	N	Y	Y	Y	Y	Y
N	N	Y	Y	Y	Y	Y	N	N	N	N	N	N	Y	N	Y	N	Y	Y	N	N	Y	Y	Y	Y	Y	N	N	Y	N	N	N	Y
Y	Y	N	Y	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	N	Y	Y	N	Y	Y	Y	Y	Y	N	Y	Y	Y	N	Y	N	Y

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Table 2
YOUTH IN TRANSITION:
From Incarceration to Reintegration
A National Survey of State Juvenile Correctional Services
DATA SUMMARY FOR UNITED STATES AND D.C.

Selected Items from the National Survey		Number of States Responding YES	NO
1.	Correctional Programs/Social Services: Same Agency	23	28
4.	Supervisor After Mandatory Release Age	9	42
5.	Special Provisions for Serious Offenses	43	8
6.	Procedures for Transfer of School Records	41	10
8.	Public School Notified of Release	42	9
10.	Individual Education Plan	51	0
11.	Release Condition (School, Job Training, Job)	25	26
12.	Major Revision in System/Code since 1982	25	26
14.	Require Supervision by Community Worker	45	6
15.	Follow-Up Studies Conducted	23	28
16.	Written Guidelines for Transition	41	10

Table 3
YOUTH IN TRANSITION:
From Incarceration to Reintegration
A National Survey of State Juvenile Correctional Services
DATA SUMMARY FOR UNITED STATES AND D.C.

Selected Items from the National Survey		Number of States Responding	State Responses
2.	Commitments	11	Determinte
		31	Indeterminate
		9	Both
3.	Maximum Age of Commitment	3	16/17
		27	18/19/20
		21	21/25
7.	School Records Received (Upon Commitment)	8	Before
		3	Same Time
		40	After
9.	Facility Records Transfer to School at Release	10	Before
		15	Same Time
		26	After
13.	Aftercare/Parole Supervision	8	Social Worker
		27	Probation/Parole
		16	Aftercare Worker/ Other

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Table 4
YOUTH IN TRANSITION:
From Incarceration to Reintegration

A National Survey of State Juvenile Correctional Services

SELECTED ITEMS FROM THE NATIONAL SURVEY

1. In your state, are juvenile correctional programs and social services in the same agency? Y N

2. Are juvenile commitments determinate? Y N

3. Youth can be commited until they reach what age?____

4. What happens when youth reach the age for mandatory release while incarcerated?
   ___Released with supervision ___Released without supervision
   ___Transferred to adult facility ___Referred to community service

5. Are there special provisions in your Juvenile Statutes for sentencing youth who commit violent offenses? Y N

6. Is there a policy or procedure for transfer of the youth's school records to the juvenile correctional facility? Y N

7. When are school records typically received?
   Before, Same Time, After, Just if Requested, Never

8. When a youth is leaving a facility, is there a policy or procedure for notifying the public school that the youth should be enrolling there? Y N

9. When are records transferred from the facility to the school?
   Before, Same Time, After, Just if Requested, Never

10. For incarcerated youth with learning handicaps, what procedure is used for planning the youth's individualized special education program? IEP? Y N

11. Is there a requirement that youth be returning to school, job training, or a job before they are released from a facility? Y N

12. Have there been any major revisions in your Juvenile Justice System/Code in the last 5 years? Y N (If yes) What were 3 major changes?

13. Does the community social worker supervise youth on aftercare or parole? Y N

14. What requirements are there for supervision by and contact with a community worker?

15. Has your state done any follow-up studies on youth leaving juvenile facilities?
   Y N

16. Do you have written guidelines for transition of youth from correctional facilities back to their community, school, or work? Y N

ALABAMA

In Alabama, juvenile correctional programs are located in the Department of Youth Services (DYS), a separate agency than the one that provides social services. Juvenile parole/aftercare services are provided by the county courts. DYS subsidizes 50 percent of the salaries of juvenile probation officers to help local county courts provide juvenile probation services.

Juvenile commitments are usually indeterminate. Commitments can be as long as two years. At the end of two years, a youth is either released or custody is continued following petition to the committing court. Youth over 18 years old are not committed to DYS; however, individuals who are committed to DYS can be held until they are 21 years old. At the age of 21, they are released without supervision. The average length of stay within DYS is 9 months. Youth fourteen years or older who commit violent offenses can be certified by the juvenile court to stand trial as adults.

Transfer of school records to the juvenile correctional facility is essentially a transfer between schools because DYS is a separate school district. The principal of the school at the facility requests transfer of the records. School records are gathered before the youth arrives at the facility. Their policy is to not physically accept the youth at the facility until the records have been received.

Each youth undergoes a three-week evaluation process at the Diagnostic and Evaluation Center before being assigned to a specific facility. An individual treatment plan is written for each youth. For incarcerated youth with learning handicaps, the DYS school district handles their special education program. The majority of the youth in the facilities qualify for special education.

School enrollment, job training, or employment is not a condition of release for youth although they are expected to have concrete plans for the future when they go before the release board. When youth are released, either DYS or the probation officer notifies the public school that the youth should be enrolling there. Their goal is to get the youth into school immediately. School records are transferred at the time of release. The principal of the facility transfers the records to the school if the school the youth will be attending has been identified. Otherwise, records go to the probation officer. The youth's institutional case record is not transferred, but the facility sends reports to the court while the youth is at the DYS facility.

Probation officers are responsible for both probation and aftercare, and are under the supervision of the local juvenile court. Youth are required to meet with their probation officers within seven days after leaving a facility. After the initial visit, the frequency of contacts is determined by the probation officer.

Provisions for youth who are ready to leave a facility but can not return to their family's home were an identified problem. DYS are developing foster programs for delinquent youth. DYS actively seeks alternative placements such as with other family members or in long term group homes.

The most commonly used community resources for youth who have been in a correctional facility are: mental health, school, aftercare supervision, employment and the social service agency.

Alabama has no formal tracking on youth leaving juvenile facilities, but has some informal tracking. The majority of youth released from DYS facilities enroll in school, obtain work or enlist in the armed services.

During the past five years, a major revision in Alabama's juvenile justice system created a school district within the juvenile justice system. This made it possible for the DYS school district to work with other school districts.

When asked to identify the best practices and programs offered by Alabama's DYS, several programs were cited. One was the use of Placement Specialists who are arranging placements for the youth, thereby freeing the probation officers to deal with other problems experienced by the youth. Placement Specialists provide a liaison with the community in getting a job or enrolling the youth in school before the youth leaves the facility. Another program cited was the establishment of a DYS school district which has improved the transition process. Other programs cited were a self-contained intensive treatment unit for severely acting out youth, a diagnostic and evaluation center, and a wilderness program.

Information for this report was provided by officials of the Alabama Department of Youth Services.

ALASKA

In Alaska, juvenile correctional programs are provided by a comprehensive state social services agency, the Department of Health and Social Services (DHSS). Institutional juvenile aftercare supervision and juvenile probation services are provided by the DHSS Division of Family and Youth Services (DFYS) community probation officers. There are no county or municipal probation services.

Juvenile commitments are determinate. Commitments are for two years and can be extended to age 19. Upon court review, if youth reach the age for mandatory release (19) while incarcerated, they are released without supervision. Youth of any age who have committed a felony can be waived to adult court, but historically, those under 16 are not waived.

The policy concerning the transfer of school records to the juvenile correctional facility calls for the educational staff at the facility to request the transfer and the records are typically received after the youth has arrived at the facility.

For incarcerated youth with learning handicaps, the same procedure that public schools use is employed in planning the youth's special education program. Attempts are made to persuade parents to get involved in planning the Individual Education Plan (IEP) for youth.

School enrollment, job training, or employment is a condition of release. Alaska's policy is that youth are to have a complete release plan before they leave juvenile correctional facilities. Both the institutional staff and the field staff must approve the plan before the youth is released. If either vetoes the plan, a DHSS administrator makes the decision so the youth's release will not be delayed. School personnel are notified if the youth will be enrolling in public school. School records are transferred by the facility's principal to the school when the youth leaves. Sometimes the records are hand carried, but most are generally mailed.

Aftercare supervision is provided by the DFYS probation officer. In addition, the youth may have a social worker, in which case, both parties work together providing aftercare. The probation officer functions as a liaison between the correctional facility and the school in the youth's home community. Youth in Alaska generally see their probation officers the day after they leave a facility if they live in an urban area; it might be several months if they live in outlying areas. The probation officer is in contact before the youth leaves the facility, generally by

telephone. Contact after the youth leaves the facility varies, depending upon the individual youth and probation officer.

Youth who can not return to their families are placed with other relatives or foster parents. A few go to group homes and, in some cases, independent living plans are approved.

Community resources most commonly used by the youth include vocational education, public schools, alcohol programs, services of the probation staff, and community group services including foster care.

Alaska has completed some follow-up studies, mainly on recidivism. Most youth leaving facilities do enroll in school, unless they are over the age of 18. The percentage that obtain work is exceptionally high due to the increased levels of employment statewide.

There are written guidelines (release procedures for field staff and for institutional staff) for transition of youth back to the community.

When asked to identify the best practices and programs offered by Alaska's DFYS, two programs were cited. One was an innovative diversion project and the other is the ARCH Program which provides residential drug and alcohol rehabilitation and is sponsored by the Volunteers of America.

Information for this report was provided by officials of the Division of Family and Youth Services in the Alaska Department of Health and Social Services.

ARIZONA

In Arizona, juvenile correctional programs are the responsibility of the Department of Corrections (DOC). Juvenile parole/aftercare services are provided by the DOC Juvenile Community Services Division. Juvenile probation services are provided by probation officers, employed by the local juvenile courts.

Juvenile commitments are determinate. There is a required length of stay for specific offenses. The length of confinement is supported by statute but may be reduced or increased administratively by the DOC. There are no special provisions for sentencing youth who commit violent offenses. Youth can be committed until they are 18 years old. If they reach that age while incarcerated, they are released without supervision.

Arizona has a policy for the transfer of school records to juvenile correctional facilities. Records are requested by the educational staff or unit supervisor at the facility.

Attempts are made to identify the youth needing special education, either through files received from the youth's school or a checklist used by teachers. The parent or legal guardian is asked to participate in the IEP. If the parents are not available, it is possible to place youth in special education with the input of surrogate parents. An estimated 60 to 90 percent of the youth in Arizona's juvenile correctional facilities qualify for special education classes. Due to an insufficient number of special education teachers, only 15 to 20 percent of the youth are enrolled in special education classes.

Arizona does not make returning to school, job training or a job a condition of release for the youth. State statute requires education until age 16 or an 8th grade diploma. Parole officers

support that statute with parole conditions. Approximately 60 percent of the youth have dropped out of school prior to their arrival at the juvenile correctional facilities, so the staff encourages them to pursue GEDs. No formal notification procedures exist for informing the home school that the youth should be enrolling there. Transfer of the institution's educational records is initiated upon receipt of a written request from the home school. The records are generally transferred by the educational staff after the youth leaves the facility.

The parole officer supervises the youth on aftercare and acts as a liaison between the correctional facility and school in the youth's home community. The parole officer has the case from the time the youth is committed to the department. Contact between the youth and parole officer is sometimes the first day after release, if not, it is within the first week following release.

Youth who are unable to return to their families generally enter a group home. Other placement options include conservation camps.

Among the most commonly used community resources are: residential shelters that provide room, board and supervision; residential substance abuse programs in group homes; day treatment; psychological treatment (purchased by the state); substance abuse testing and counseling; and private conservation camps.

There have been two major changes in Arizona's juvenile justice code in the last five years. One was the legislative adoption of length of confinement guidelines which in general correspond with the seriousness of the offenses. The other was the requirement that youth work 20 hours a week if they are in school at a correctional facility or 40 hours a week if they are not in school.

Written guidelines for transition of youth from correctional facilities back to their community, school or work are contained in the Parole Procedures Manual and in DOC written policy.

The best practices and program offered by Arizona's DOC include the Desert Valley Learning Center, a state-operated day program available for delinquent youth in Phoenix and Maricopa County. It is an alternative school that is used as a transition school for youth who are released from facilities at mid-semester and thus would not be able to get full credit for courses offered by public schools.

Information for this report was provided by officials of the Arizona Department of Corrections.

ARKANSAS

In Arkansas, juvenile correctional programs are the responsibility of a comprehensive social services agency, the Department of Human Services (DHS). Juvenile institutional services and aftercare (reintegration) services are the responsibility of the Division of Children and Family Services (DCFS) in DHS. Aftercare services are provided via contractual arrangements with local non-profit youth services agencies around the state.

Juvenile commitments are indeterminate, although juveniles adjudicated for some felonies may receive a minimum commitment of 6 months. Youth under 18 years of age, generally appear in juvenile court. If youth are 14 and have committed either first or second degree murder or rape, they can be charged in circuit court and sentenced either to juvenile or

adult facilities. Youth who are 15 years of age or older may appear in either juvenile or circuit court. Youth who are 18 at the time of release are not provided supervision or aftercare services.

Arkansas' juvenile code requires that educational, psychological and medical records, and a community/background study be forwarded to the juvenile correctional facility within 10 days. A representative in every county has this responsibility. When the records are not transferred, facility educational staff request required documents and typically receive them within 2-3 weeks after the youth has arrived.

For youth with learning handicaps, the individualized education program is written immediately at intake. The facilities have special education teachers. The juvenile correctional facilities have more special education students than the public schools have. In the facilities, approximately 50 percent of the youth are special education students.

Job training and employment are not conditions of release for youth. Youth under the age of 16 must attend school. Requirements such as attending school, obeying parents and observing curfews are included in the release agreements signed by the youth and their parents or guardians. The public school is notified when a youth is leaving a facility and should be enrolling there. The principal at the juvenile facility transfers records to the school at the same time that the youth leaves.

All the significant people in the youth's life including the aftercare worker, family, school and court are involved in release/aftercare planning beginning with the time the youth is committed. Aftercare, including residential facilities and services for youth and their families, is provided through contracts with non-profit agencies throughout the state. Aftercare services start at the time of commitment and continue though the youth's return to the community. The services are contracted for an open-ended period of time. Contracted providers are more involved in keeping youth at home and in school than in finding them jobs. The contracted provider (reintegration worker) provides supportive services to youth in aftercare and acts as a liaison between correctional facilities, the schools and other agencies in the home communities. Youth are to be in contact with their reintegration worker within one day after they are released. If necessary, the reintegration worker contacts the youth two or three times during the first week. Thereafter the contacts are to be weekly, but actually are as needed.

For youth who can not return to their families, the option of independent living is needed. Youth are sometimes moved into contracted residential programs until they can be placed in family foster care. A pilot program has been established in northwestern Arkansas for independent living. Some older youth in foster care also need independent living.

The most commonly used community resources for youth who have been in a correctional facility are: nonprofit agencies throughout the state, social workers, food stamps, medicaid, and school.

Arkansas has not completed follow-up studies on youth leaving juvenile facilities, but some may have been completed by students in the graduate school of social work at the University of Arkansas at Little Rock.

Only minor changes have been made in Arkansas' Juvenile Code since it was established in 1975. During the past five years, a change was made in the court system. Previously, the juvenile court system was a county function under the county judge (county administrator). Presently the circuit courts handle juvenile delinquents and probate courts handle abuse, neglect and custody cases.

Release agreements serve as written guidelines for transition. Institutions also have written policies and procedures designed to prepare youth for release.

The best practices and programs offered by Arkansas' DCFS, include Stepping Stone in Little Rock, Arkansas, which provides services for runaways. It provides contracted services for DCFS as well as a full array of services for surrounding counties.

Information for this report was provided by officials of the Division of Children and Family Services in the Arkansas Department of Human Services.

CALIFORNIA

In California, juvenile correctional programs are the responsibility of the Department of the Youth Authority (DYA) and the county probation departments. Juvenile aftercare/parole is provided by the DYA Parole Services Branch. Juvenile probation services are the responsibility of the counties and county probation officers supervise the youth.

Juvenile commitments are indeterminate. County judges can commit youth to field probation, to one of the 53 county-operated probation camps, to other out-of-home placements, or to the state DYA. Special provisions exist for dispositions of youth who commit violent offenses. The local district attorney must file charges if a violent offense is committed. If the youth is 16 or older, the district attorney can try the youth in adult court. Youth who are 16 years of age or older can be sent to an adult prison if they are convicted in adult court. Youth can be committed to the DYA until they reach the age of 25. If youth are still incarcerated at that time, they are released and discharged without formal supervision. Informal supervision is provided for two to four weeks in some cases. Most youth are released before the mandatory age, therefore most are under parole supervision after release. Youth can be committed as juveniles to county probation department only until they are 18.

There is a procedure for transfer of school records to a juvenile correctional facility. Either a clinical worker at the reception and classification center or the registrar at the facility requests the records. The school records are typically received after the youth has arrived at the facility.

For the incarcerated youth with learning handicaps, regulations established pursuant to P.L. 94-142 are followed, including the assessment and individualized education plan (IEP) process.

As a condition of release, youth are required to return to school, enroll in job training, or have employment. Before youth are released from youth authority institutions, they appear before the parole board. The institutions have guidelines that prepare youth for parole. The parole agent submits a plan to the parole board that includes: where the youth will be living, whether employers are interested in the youth's skills, or whether there is an opening in the vocational school. If the parole board finds the plan unsatisfactory, the youth might be kept in the facility until the details are worked out. The county probation officers and state parole agents function as liaisons between the correctional facility and the school in the youth's home community. The education staff at the facility sends the school records to the school at the time of the youth's release. If they are not sent at that time, the records are mailed within 10 working days of receiving a request for the records.

County probation officers supervise youth on aftercare and state parole agents supervise youth on parole. At the local level, requirements for supervision and contact between the youth and

the probation officer vary from county to county. At the state level, standards regarding the number of contacts by the parole agent are: four contacts during the first month and two contacts with collaterals (family, law enforcement officials, employers). After the first month the frequency of contacts continues at this level or is reduced.

If youth can not return to their families, they are placed in foster homes. For youth on probation, placement outside the home is handled at the county level. For DYA wards, living arrangements are handled at the state level. In addition to foster care, youth authority wards are placed in state group homes, or subsidized independent living.

Community resources most commonly used by youth include: vocational education, mental health, schools, substance abuse groups, and employment offices.

California's follow-up studies on youth leaving state juvenile facilities show a fifty percent recidivism rate within 24 months. Those studies contain information about the percentage returning to school or obtaining work. A study of probation camps is nearing completion. The Youth Authority's research efforts include evaluation of new or special programs.

Major changes were made in California's juvenile justice system in 1977. Additional changes were made in 1982, which required probation officers to send to the district attorney for review, any felony referral for a juvenile at least 16 years old at the time of the alleged offense, any serious felony, and any second felony referral for a person under age 16.

When asked to identify the best practices and programs offered by California's DYA, four programs were cited. One program was furloughing youth at levels of increasing responsibility. If problems develop, youth are returned to the facility instead of having their parole revoked. Another program, Network, is composed of specialized group homes in San Diego. Special areas handled by three of the homes are: mental health or sex offenses; former gang member; and employment skills. The third program listed is located in south central Los Angeles. It is for parole surveillance and supervision of dedicated gang members who do not want to leave their gangs. A fourth program is the team approach used in Sacramento. If a youth needs a high level of supervision, two parole agents are assigned to supervise one youth.

Information for this report was provided by officials of the Youth and Adult Correctional Agency in the California Department of the Youth Authority.

COLORADO

In Colorado, juvenile correctional programs are the responsibility of the Division of Youth Services (DYS) under the Department of Institutions. Activities of DYS are mandated by Title 19 of the Colorado Revised Statutes, commonly known as the Colorado Children's Code. DYS operates juvenile detention facilities, institutions for committed sentenced youth, a parole department, and contracts for community placements and local diversion programs. Juvenile probation services are the responsibility of the Colorado Judicial Department.

Juvenile commitments are determinate and can be for as long as two years. Youth can be committed until they are 21 years old. If they reach the age for mandatory release while incarcerated, they remain in juvenile facilities until they complete their treatment programs. For instance, youth committed at the age of 17 1/2 may be required to remain until they are 19 1/2. Colorado has special provisions for sentencing youth who are repeat offenders or who commit violent offenses. These youth can receive mandatory sentences ranging from one to two years. A

mandatory sentence offender identifies a youth who had been adjudicated delinquent twice or had been sentenced for up to five years in a juvenile facility but is eligible for parole in three years. Fourteen-year-olds and older youth who commit first degree murder and sixteen-year-olds and older who commit second degree murder can be transferred to adult court which can sentence them to either adult or juvenile facilities.

Youth become wards of the state when they are committed. School records are to be transferred automatically, but some school systems are reluctant to transfer the records. Most records are received within 30 days of a youth's arrival. During the first two weeks of commitment, youth are assessed at Central Classification. Youth are assigned to a regional client manager who retains responsibility starting at commitment and continuing through the youth's parole. The client manager requests records and does a family interview, then participates with the assessment team in the staffing when the youth is assigned either to a facility or to the community. The case manager and assessment team tailor a plan for the youth, then the client manager makes sure the plan is being followed and that the youth is receiving specified community services.

The individual education program (IEP) staffing format applies to all youth in correctional facilities who do not possess a GED or high school diploma. The IEP determines whether or not the youth is served as educationally handicapped. The youth's parents or guardian are invited to the IEP staffing. A special education representative from the school district that the youth previously attended is also invited.

School enrollment, job training, or employment is a condition of release for youth. The client manager notifies the home school that youth should be enrolling there. School records are transferred to the school by the facility education staff at the time the youth leaves the facility.

Youth on aftercare are supervised by the case manager or parole officer, who also functions as liaison between the correctional facility and the school in the youth's home community. They are in contact with the youth from the time of the youth's assessment. Frequency of contact between the case manager or parole officer and the youth varies. When the youth's parole is completed, the social worker supervises the youth. Some of the youth are supervised, in addition, by regional part-time DYS staff called trackers.

Older youth who are ready to leave a correctional facility but can not return to their families are placed in supervised independent living. Contracts are made with private vendors for foster parents or group homes for younger youth.

The most commonly used community resources for youth who have been in a correctional facility are: vocational rehabilitation, vocational education, JTPA, public school, independent living, community support, such as Alcoholics Anonymous or Narcotics Anonymous, and Job Corps.

Although Colorado has not completed follow-up studies on youth leaving juvenile institutions, they recently have started monitoring youth and have studies that are presently in the beginning stages.

Colorado's juvenile justice system has not undergone any major revisions in the last five years except for the aggravated juvenile offender provisions in 1982-83.

Colorado has written guidelines for transition in the section of its policies and procedures manual that is being revised for American Correctional Association accreditation. In addition, the client management manual is designed to facilitate the transition process.

When asked to identify the best practices and programs offered by the Colorado DYS, several were cited. Two of the programs, the Tracker program and the Client Manager system are operated from five regional offices. The personnel are generally college students or individuals augmenting their incomes by working part time. The trackers are paid a minimum wage. After receiving training, trackers assist the parole officer and case manager by meeting with the youth five times a week face-to-face and twice by telephone. Trackers can intervene to talk with a youth's employer, provide support services for the youth, and serve as a troubleshooter, spotting potential problems. Each of the five regions monitor group homes and community placements, as well as having a court liaison in each region. Another program cited was the Oak Cottage Program at the Lookout Mountain School, a maximum security facility that has produced a low recidivism rate among its clients. A community program, Family Extension, contracts with foster families for hard to place, high needs youth. The personnel see the foster families on a daily basis and offer a great deal of clinical support to the family.

Information for this report was provided by officials of the Division of Youth Services in the Colorado Department of Institutions.

CONNECTICUT

In Connecticut, the Department of Children and Youth Services (DCYS) are responsible for juvenile correctional programs and parole/aftercare. Juvenile probation services are the responsibility of the Family Division of the Superior Court.

By statute, regular commitments are indeterminate and can extend for two years. Length of stay is decided at intake based on the nature of the youth's delinquency. Most youth remain at a facility for six months to a year. Many judges, at times, make determinate sentences. Youth can be processed as juveniles until they are 16 years old. After youth are 16, they are tried in the adult system. Connecticut's serious juvenile offender law applies for youth committing one of 43 designated felonies. Youth who are 14 years old may be tried as adults if they have committed two or more serious offenses and are not amenable to treatment in the juvenile system. It is mandatory that youth committing three or more identified felonies have a hearing to determine if they should be tried as adults. Youth can be committed for four years as serious offenders and remain in juvenile facilities rather than being transferred to the adult system upon reaching the age of 16. Youth can only be transferred to the adult system by judicial process.

Connecticut has both statutes and policies regarding transfer of a youth's school records. When youth are adjudicated delinquent and judges place them at the juvenile correctional facilities, records go to the facilities with the youth. This information package includes the juvenile records, summaries of educational records and social service records. Formal school records must be requested by the facility's principal. The procedure to request records is set into motion immediately upon the youth's arrival. Educational records typically are received two weeks after youth arrive at facilities.

An individualized education plan is developed within 30 days of arrival for youth with learning handicaps. All youth are tested for learning handicaps. About 90 percent are identified as requiring special education services. Parents are invited to help plan the youth's IEP. Guidance counselors are in contact with them and parental signature is required to initiate special education services recommended in the IEP. If the parents are not available, the youth's attorney can sign the IEP and/or request hearings regarding IEPs.

School enrollment, job training or employment are release conditions in Connecticut when youth return home. Long Lane School, is the state's only juvenile correctional facility. Forty percent of the youth who leave Long Lane transfer to residential facilities, psychiatric hospitals or group homes. Before youth are placed in the community, a pupil placement team meeting is held to discuss concerns such as the need for special education classes or vocational programs. Occasionally youth are released from school to work or attend a vocational school. Many of the youth were not attending school before entering the residential facility. Even though officials enroll them in school while at the facility, they can drop out after they are 16 years old upon return to the community. School records are transferred to the home school by the pupil personnel worker at the juvenile correctional facility prior to the community placement.

The juvenile correctional facility has aftercare workers (referred to as juvenile parole officers) who function as brokers of services. They coordinate services, work with parents and serve a liaison function. The parole officer stays in contact with the youth until the end of the youth's commitment, but the amount of contact depends upon the conditions of placement and varies with the individual.

About 60 percent of youth return to their parent's homes after leaving the juvenile correctional facility. Youth who can not return to their families are generally placed in group homes, residential centers and private institutions. Out-of-state placements and adolescent psychiatric hospitals are also used.

The community resources most commonly used by youth who have been in the juvenile correctional facility include: vocational rehabilitation, vocational education, JTPA, and public schools. Other resources include: DCYS's mental health programs, private clinical or psychiatric programs and day programs. Attempts are made to involve the youth in as many of the resources as possible and community resources are part of the youth's treatment plan. Youth Services Bureaus exist in almost every town and receive grants from DCYS. As part of the municipal governments, these bureaus provide intensive supervision, remedial school work and job planning. Another resource, the short-term and long-term private residential treatment centers, are under contract with DCYS. They are similar to the state's juvenile correctional facility, but are not as secure. There are 15 or 16 group homes scattered throughout the state for youth who need structured living situations. In addition, a number of community-based substance abuse programs are being started.

Connecticut has completed follow-up recidivism studies on youth leaving juvenile facilities. The rate of return to juvenile facilities was determined to be between 25 and 30 percent. Many of the youth leaving facilities have jobs; a high percentage have part-time jobs. Connecticut operates a vocational parole program which pays the salaries of delinquent youth encourage employers incentive to hire so that the youth can acquire job experience. Ninety percent of the youth enroll in school, but their length of stay in school is not known.

In the last five years, there have been no major revisions in Connecticut's Juvenile Justice Code, but attempts are currently being made to update the code. There have been changes in the state juvenile justice system. One change was that the serious juvenile offender statute was strengthened. Another was the dramatic reorganization of the court system. Connecticut has changed from a juvenile court system to a one court system with juvenile cases being heard in the family division.

Connecticut has written guidelines for transition of youth from the juvenile correctional facility back to their community, school or work. To facilitate the transition process, both youth and their families receive a written contract in which DCYS expectations for the youth are explained.

When asked to identify the best practices and programs in Connecticut's DCYS, several were cited. Funding was available for special aftercare services. Long Lane was cited for its built-in parole services. The wilderness program was cited as being among the state's best programs. Connecticut has an outward bound outdoor program in which a number of youth participate at the end of their placements. Self-esteem and cooperation skills are developed through endurance testing. Completion of the program results in graduation.

Information for this report was provided by officials of the Connecticut Department of Children and Youth Services.

DELAWARE

In Delaware, juvenile correctional programs are the responsibility of the Division of Youth Rehabilitation Services (DYRS) which is within a comprehensive social services agency, the Department of Services for Children, Youth and Their Families (DSCYF). DYRS provides juvenile probation services and juvenile aftercare/parole services.

Juvenile commitments are indeterminate with two exceptions, called mandatories, which include the offenses of escape and cases where a youth is committed for a second felony during a 12 month period. Youth can be committed to the DSCYF until they reach the age of 18. If youth are committed by the family court, they must be released without supervision at the age of 18. If youth are tried as adults in the superior court, they are assigned to juvenile facilities until they reach the age of 18 at which time they are transferred to adult facilities to complete their sentences. Currently Delaware has no special provisions in its juvenile statutes for sentencing youth who commit violent offenses. Youth who commit exceptionally violent offenses can be tried as adults; however, this option is rarely used.

Delaware has an established procedure for the transfer of a youth's school records to the juvenile correctional facility. When the youth has been committed to DSCYF, the social worker will make a request from the Department of Public Instruction for the youth's records. Receipt of records takes from two weeks to several months. Typically, school records are received three weeks after youth arrive at a correctional facility.

All youth complete a battery of tests during intake into the system. Further evaluations for speech or occupational therapy are completed when a youth's records arrive. A letter is sent to the parents requesting their participation in developing the individual education plan (IEP). If the parents do not respond, they are sent a copy of the youth's education plan, instructions to call the facility if they have questions about the plan, and a postage paid card for the parents to sign their approval of the plan. On some occasions, social workers provide the parents with transportation to the facility for the IEP meeting.

School enrollment, job training or a job is generally a condition of release. When youth leave a facility, there is a procedure for notifying the public school that the youth should be enrolling. If part of the youth's service plan includes enrollment in school, DYRS officials enroll the youth in school. School records are transferred by the DYRS case manager before the youth leaves the facility. When a youth leaves the facility, a staffing will be held at the school.

The aftercare worker contacts the youth before release and meets with the youth and the parents within 48 hours after the youth's release. The amount of contact between the youth and aftercare worker depends upon the youth's risk and needs classification. The risk and needs scale includes: minimum, medium, maximum, and intensive supervision. Most youth who have

been in a correctional facility are initially classified as needing maximum supervision. Conditions of maximum supervision require contact between the youth and aftercare worker every other week with at least one monthly home visit and school visit. Intensive supervision is court-ordered. Caseworkers assigned to intensive supervision are limited to a case load of no more than 25 youth.

Youth who are ready to leave correctional facilities but can not return to their families are generally placed with foster parents who specialize in delinquent youth, group homes, or halfway houses. Delaware has begun to create independent living homes and contracted group homes. At the present time, DSCYF services are not provided to youth after their 18th birthday.

The most commonly used community resources for youth who have been in a correctional facility are: vocational rehabilitation, mental health clinics and public schools. A recent Delaware Attorney General's opinion regarding a state statute that provided for separation of status offenders and delinquents has prohibited the placement of delinquent and non-delinquent youth in the same facility. This opinion has severely limited community placement options available for youth released from correctional facilities.

There were two recent major changes in Delaware's juvenile justice system. Prior to the recent change, DYRS operated as a bureau under the Department of Corrections. DYRS is now a division of DSCYF, a social services agency which also has divisions for child protection, child mental health, etc. The other change involved moving probation services from the jurisdiction of family courts and placing it under DYRS.

When asked to identify the best practices and programs offered by the Delaware DYRS, officials cited several. The programs cited were: (1) two marine institutes contracted from Florida's Associated Marine Institutes, (2) independent living arrangements contracted with the YWCA in Wilmington, and (3) specialized foster care for delinquent youth contracted through Child Incorporated in Wilmington. In addition, Delaware has a federally-funded statewide transition project for special education youth committed to correctional facilities who are returning to school in their home communities. The project is administered through the State Department of Public Instruction. Itinerant school counseling staff members are available to assist youth who are returning to school and are in need of special education.

Information for this report was provided by officials of the Division of Youth Rehabilitation Services in the Delaware Department of Services for Children, Youth and Their Families.

FLORIDA

In Florida, juvenile correctional programs are the responsibility of the Children, Youth and Families Program Office (CYF) which is within the Department of Health and Rehabilitative Services (HRS), a comprehensive social services agency. Juvenile probation and aftercare services are provided by the CYF community control (probation) and furlough (aftercare) program. Youth who are placed on community control are supervised by CYF community control counselors.

Juvenile felony commitments are indeterminate, but misdemeanor commitments are fixed (60 days maximum for second degree and one year maximum for first degree). Judges have the option of retaining jurisdiction over any juvenile case, and must concur with CYF as to when the youth leaves a commitment program (residential or non-residential). Youth can be committed until they reach the age of 19, but the majority are released with community supervision before this

age. When they reach the maximum age jurisdiction, youth commitments are terminated. If youth are tried and convicted as adults, but transferred by law to juvenile facilities for treatment they must be transferred to the adult Department of Corrections at age 21, if their adult sentence has not expired. Special provisions exist for sentencing youth who commit violent offenses. If youth are tried and convicted as adults, it is mandatory that their sentences be determinate.

Florida's procedure for transfer of school records requires the educational staff at the juvenile correctional facility to request a youth's records from the home school. Records are typically received after the youth arrives at the facility. Record requests go through the electronic mail system which all school districts have.

Education at the correctional facilities is solely the responsibility of the local school district or provided through State Department of Education contracts. Each youth's record is carefully reviewed. Screening for learning handicaps is not done on all youth, only if the teacher at the facility indicated a need for testing. Parents are involved in the individualized education program team.

A minimum of 30 days before a youth leaves a facility, prerelease placement planning is started. A counselor assists the youth in finding employment or enrolling in school, however neither is a release condition. Florida's CYF does not notify the public school that the youth should be enrolling there. A legislative proposal that makes notification the responsibility of CYF is currently being considered. The school records are required to be ready for transfer by the facility principal on the day the youth leaves.

HRS community control counselors supervise youth on aftercare and function as liaisons between the correctional facility and the school in the youth's home community. The initial contact between the youth and the community control counselor occurs within 24 hours of release. Subsequent contacts depend upon the classification of the youth.

The local community control counselors are responsible for placing youth who can not return to their families. HRS foster care workers also assist in placing youth in either foster care or independent living.

The most commonly used community resources for youth who have been in a correctional facility include: mental health, public schools, vocational education, alternative programs, GED programs at adult vocational schools, manpower training programs such as JTPA, and drug counseling from Narcotics Anonymous, Alcoholics Anonymous, and Alateen.

Florida has completed follow up studies on youth leaving juvenile facilities. The studies indicate recidivism at about 47 percent statewide.

Florida has written guidelines for transition of youth from correctional facilities back to their community, school or work. The guidelines are contained in a program manual.

Florida identified the Special Intensive Group (SIG) program as one of its best. It is a non-residential commitment program, and also serves as a re-entry program for youth who have been released from residential programs. Youth receive intensive daily supervision when they return to their home communities then progress to furlough supervision. Another top program, the Eagle Program, is offered by Eckerd Youth Development Center (EYDC), a contracted training school at Okeechobee. This program is a reentry program that emphasizes vocational training and employment in the community. When youth leave the facility, they are supervised at home by EYDC staff. Three weekly face-to-face or collateral contacts are required by staff. After two or

three months in the re-entry program, youth progress to furlough and termination of their supervision.

Information for this report was provided by officials of the Children, Youth and Families Program Office of the Florida Department of Health and Rehabilitative Services.

GEORGIA

In Georgia, juvenile correctional programs are the responsibility of the Division of Youth Services (DYS) which is within a comprehensive social services agency, the Department of Human Resources (DHR). Juvenile probation services are provided by DYS and the county courts. The responsibility for probation services varies from county to county. Juvenile aftercare/parole services are the responsibility of DYS.

Juvenile commitments are indeterminate. Although juveniles are generally committed to DYS for two years, DYS has discretionary powers regarding placement and release dates for youth. Judges have discretionary powers regarding youth who have committed selected serious offenses. Commitments can extend to age 21 as long as the original commitment order has not expired. Youth are committed to juvenile facilities if their offenses were committed prior to their 17th birthday. When youth who were committed at age 16 become 18 years old, DYS can request that the commitment be extended for two additional years or until the youth is 21. The typical length of incarceration ranges from 4 to 18 months. Georgia has special provisions for sentencing youth who commit serious offenses. They can be committed for five years instead of two years. The judge can order that the youth be placed in restrictive institutional custody for as long as 18 months.

Youth are typically detained during their court hearings and sometimes while their records are being gathered. The DYS court worker requests transfer of school records which are generally received by the correctional facility either before or at the time the youth arrives.

All youth receive educational assessment prior to being placed for treatment. If youth are incarcerated, they receive additional testing. Parents are required to be invited to participate in developing the individual education plans (IEPs) for all youth, including those in special education. If youth have been enrolled in special education classes in public school, their IEPs are requested.

School enrollment, job training or employment is not a condition of release but is included in each youth's aftercare plan along with supervision and treatment requirements. The aftercare plans are submitted by the court services worker. The community worker arranges the youth's re-entry in school. The facility sends a transcript to the home school. Within 24 hours of the youth's departure, school records are transferred from the facility to the local court services worker. The court services worker then transfers the records to the school.

The community social workers supervise youth on aftercare and function as liaisons between the correctional facility and the school in the youth's home community. Contact between the community social worker and the youth generally occurs within the first three days of the youth's return to the community. Subsequent contacts depend upon the youth's public risk and are scheduled once a month or more if needed.

Youth who are leaving correctional facilities but can not return to their families are placed with foster parents or in alternate living arrangements in homes contracted with individuals or groups.

The most commonly used community resources for youth who have been in a correctional facility are: the DYS community services worker who provides supervision, individual or group counseling and assistance in obtaining employment; vocational rehabilitation; local family and children's services, such as welfare or aid for families with dependent children; family counseling; and local community mental health, especially alcohol and drug services.

Georgia has completed follow-up studies which provided recidivism rates for youth leaving juvenile correctional facilities. Since 1978, a 25 percent sample has been collected annually and checked at 6, 18 and 30 month intervals. The overall recidivism rate for the samples at the 30 month interval has been approximately 25 percent. Isolated studies have also been completed on the percentage returning to school or obtaining work.

Georgia has had one major revision in its juvenile justice system in the last five years. The violent offenders statute has been expanded to include more offenses. Other changes have been refinements of existing statutes.

Within its aftercare policy manual, Georgia has written guidelines for transition of youth from correctional facilities back to their community, school or work. Policies are detailed in the release, transition and aftercare sections of the facility policy manual. Written materials especially designed to facilitate the transition process from the facility to the community are in a specific format, including the treatment plans. A large package of information is compiled on each youth including reports from the facility and psychological and school records.

When asked to identify the best practices and programs offered by Georgia's DYS, officials cited two pilot programs funded by grants. One of the grants funded a rehabilitation services office on the campus of a correctional facility to take the youth to the community for aftercare planning and to facilitate employability services. A rehabilitation worker visited the facility before youth were released to arrange an aftercare program. The other grant was a federal grant to fund services for youth including: counseling, specialized placement housing, clothes, tools and work supplies.

Information for this report was provided by officials of the Division of Youth Services in the Georgia Department of Human Resources.

HAWAII

In Hawaii, juvenile correctional programs are the responsibility of the Corrections Division (CD) of the Department of Corrections (DOC). Juvenile parole/aftercare services are provided by the Youth Correctional Facility. Juvenile probation services are the responsibility of the judicial districts.

Hawaii has both determinate and indeterminate commitments. Youth can be committed until they reach the age of 18; however, the court can extend its jurisdiction until the youth is 19. When youth reach the age for mandatory release while incarcerated, they are released without supervision. Youth who commit violent offenses can be waived to criminal court if they are between the ages of 16 and 18 at the time of the offense. A youth who is placed on probation is supervised by the family court probation officer.

The Corrections Division does not have a policy or procedure for the transfer of school records to the juvenile correctional facility. Transfer of school records is the responsibility of the Department of Education. The facility school is part of the state of Hawaii's school district. The educational staff at the facility request school records. A counselor at the facility can also call the home school to request transfer of the records. School records are typically received 30 days to six months after the youth arrives at the facility.

Each youth in the facility is tested for grade level in language arts and math, then referrals are made to the diagnostic team based upon the Department of Education's evaluation. Among the participants in the development of the youth's individualized education plan are: the youth, parents or surrogate parents, the special education teacher, a counselor and the principal. Youth who have learning handicaps are taught by special education teachers.

School enrollment, job training or employment is a conditions of release for youth. There is a procedure for notifying the public school that the youth will be enrolling there. A counselor or social worker takes the youth to school to pre-register. When the home school requests the school records, they are transferred from the facility by a counselor after the youth departs. The education system at the facility is responsible for transferring school records.

The juvenile correctional facility is also responsible for the parole function. In addition to supervising the youth on aftercare, the parole officer functions as liaison between the correctional facility and the home school. The initial contact between youth and the parole officer will be within seven days of their departures from the correctional facility. Subsequent contacts vary according to the length of time the youth has been on aftercare and the needs of the youth. Transition of the youth from correctional facilities back to their community, school and/or work are among the responsibilities of the parole officer at the correctional facility, but are not required for release from the facility. Arrangements for work or school registration are made. School personnel and the parole officer work together to determine what classes the youth will take and how monitoring will be accomplished to ensure that the youth is attending classes.

Placement of youth who are ready to leave a correctional facility but can not return to their families is part of the parole function. The parole officer places the youth with other relatives, a subsidized foster home or in a group home.

The most commonly used community resources for youth who have been in a correctional facility are: vocational rehabilitation, mental health, community groups that are specialized by nationality, such as Japanese, Samoan or Hawaiian, and social services agencies that help provide for youth who have no resources and no place to live.

Hawaii has completed one follow-up study on youth leaving juvenile facilities. It revealed that 73 percent are arrested within five years. The study does not contain information on the percentage returning to school or the percentage obtaining work.

Hawaii's juvenile justice system has had one major revision in the last five years. The court is now able to commit youth to a short, determinate commitment ranging from one day to a full year. Previously, the court could commit youth for short terms only up to 180 days.

Information on Hawaii's best practices in the transition of youth were not reported.

Information for this report was provided by officials in the Corrections Division of the Hawaii Department of Corrections.

IDAHO

In Idaho, juvenile correctional programs are the responsibility of the Department of Health and Welfare (DHW), a comprehensive social services agency which also provides juvenile aftercare/parole services. DHW are responsible for providing probation services in some counties; the county courts provide probation services in others.

Juvenile commitments are indeterminate until age 21 or release by DHW. Some youth who reach the age for mandatory release while incarcerated are released without supervision, but most are released with supervision. Supervision for these individuals can be either by adult or juvenile probation and parole officers. Idaho has special provisions for sentencing youth who commit violent offenses. If they are over the age of 14, they can be tried as adults. No transfer hearing is required for this provision to be placed in effect; it is an option the prosecuting attorney can exercise.

Transfer of youth's school records to the juvenile correctional facility is requested by the educational staff at the facility. The school records are typically received a week to two months after the youth arrives at the facility.

An individualized education plan (IEP) is developed for each incarcerated youth. The child study team, the teaching staff and the youth's parents participate in developing the IEP. If parents do not become involved with the youth's IEP, surrogate parents are appointed.

School enrollment, job training, or employment are not release conditions. An aftercare plan is formulated for each incarcerated youth at the beginning of treatment. The majority of youth return to either public or vocational school when they leave the facility, although youth over the age of 16 might not return to school. Idaho's correctional facility has a fully accredited educational and vocational program through which youth can receive a graduation certificate or a vocational certificate while at the facility. No statewide policy exists regarding notification to the home school that a youth should be enrolling there; however there is a DHW youth services administration policy providing for notification. The youth's parents and counselor are responsible for ensuring that the youth is attending school. The facility's education staff are held responsible for transferring school records to the home school after the youth leaves.

The community social worker provides services to the youth and the family before, during and after the youth's stay at the correctional facility. While the youth is incarcerated, the social worker visits the facility quarterly. After release, frequency of contacts with the social worker depends upon the needs of the youth. The community social worker supervises youth on aftercare and functions as a liaison between the correctional facility and the home school. In Idaho the policy and procedure for transfer of youth from correctional facilities to the community include preparations that are completed by the community worker and counseling with the youth's family.

The most commonly used community resources for youth who have been in a correctional facility are: vocational education, mental health, school, foster care, release to home, social services, and aftercare services, which include counseling for individuals and/or families. Youth who can not return to their families are generally placed with foster parents or in group homes.

During the last five years several amendments have been made to Idaho's Youth Rehabilitation Act. One amendment eliminated jailing of status offenders under certain conditions; youth who have been transferred from another jurisdiction can be held pending a hearing. Another change is the provision of statutory authority for diversion programs enabling DHW to provide alternatives to institutionalization. An additional change concerns the serious juvenile offenders. Youth committing one of the listed offenses, including murder, rape,

mayhem, armed robbery or sexual offenses, are automatically waived to the adult court if they are 14 years of age or older. The judge can then either waive them back to juvenile court or process them as adults.

When asked to identify the best practices and programs offered by Idaho's DHW, several were cited. One program mentioned was the day treatment program in mental health. Another was the Video Re-Unification Project. A team videotapes interviews with the youth's significant others, which might include family members, a former teacher, or the operator of the general store in the youth's neighborhood. Through the tapes, the significant others express their concern about the youth's progress. The tape is then shared with the youth and the youth's treatment group. These tapes assist youth in learning more about their relationships with family members and changes that might have taken place in those relationships during the youth's absence. The tapes are especially helpful when the parents are unable to visit the youth. The positive peer culture program at the Youth Services Center, Idaho's juvenile correctional facility, was also among the programs cited. A great effort has been made in changing from a punitive to a treatment oriented approach with the youth at that facility.

Information for this report was provided by officials of the Idaho Department of Health and Welfare.

ILLINOIS

In Illinois, juvenile correctional programs and juvenile parole/aftercare services are the responsibility of the Juvenile Division of the Department of Corrections (DOC). Juvenile probation services are the responsibility of the circuit courts.

Juvenile commitments are indeterminate and youth can be committed until they reach the age of 21. Felons, delinquents and habitual offenders who have committed three delinquent acts prior to their 17th birthday are taken into the juvenile system and can stay until they are 21. Youth who commit serious offenses are automatically waived to adult court. For youth reaching the age for mandatory release while incarcerated, three release possibilities exist. One is that the delinquent is automatically discharged at the age of 21. Secondly, youth who have never been paroled and are 20 years, 6 months of age must receive community placement and supervision for six months. The third option applies to youth who are 21 years old and are serving terms of either natural life or 20 or more years. These individuals are transferred to adult correctional facilities upon reaching age 21.

Illinois has a policy for transfer of the youth's school records to the juvenile correctional facility. The youth's initial assignment at the central classification center for approximately 30 days, before being assigned to an appropriate correctional facility. Illinois' policy requires the classification staff request the records if they are not included in the youth's report.

The Department of Corrections operates an independent school district. Illinois has teams of advocates for special education and offers special education classes for incarcerated youth with learning handicaps. The DOC tries to involve the parents in the individualized education plan (IEP). If this is not possible parent surrogates are used. The parent surrogates also function as special education advocates after the youth's release from the correctional facility.

Illinois has a policy for notifying the public school that the youth should be enrolling upon release. Juvenile Field Services (JFS) which is under the Juvenile Division of the DOC has responsibility for the youth from the time of commitment, to the completion of the treatment program. The JFS worker also arranges for the youth's placement in school or a job. Before the

youth is released, an unofficial copy of school records are transferred to the JFS worker for school enrollment. Upon release, the master file including the school records are transferred to the parole agent. The youth's official transcript is transferred within 3 to 7 days after the youth leaves the facility. The institutional records officer at the institution is responsible for transferring the records.

To be eligible for release from a juvenile correctional facility, youth are required to be returning to school, job training, or employment. Education is mandatory for those under 16 years of age. Youth must be involved in a program such as a job search or drug counseling to be eligible for release. Since 16 years, 8 months is the average age for parole in Illinois, most youth complete their GEDs and go into college preparatory classes.

Youth who are on aftercare or parole are supervised by parole agents who act as liaison between the correctional facility and the youth's home school. Youth are required to be in contact with their parole agents within 24 hours of release. Youth who are on authorized absence or parole, are classified as being in need of high supervision, which requires contact with parole agents once a week in person and twice a week by telephone. Those in need of medium supervision are in face-to-face contact once a week. Contacts for those in need of low supervision are face-to-face once a month.

Youth who are ready to leave a correctional facility but can not return to their families are placed with other relatives or foster parents. Youth who are 18 or 19 years old can be placed in independent living or a group home. Illinois has an alternative placement handbook that lists 62 in-state placement possibilities and additional out-of-state placements.

The most commonly used community resources for youth who have been in a correctional facility are: vocational education, JTPA, mental health (especially ongoing outpatient therapy such as Alcoholics Anonymous), and public schools. Alternative placements include group homes, foster homes, a school for parolees in Chicago, and colleges.

The Illinois DOC has completed follow-up studies on youth leaving juvenile facilities. Data indicates that 66 percent of the youth either return to school or obtain work. This information was obtained by completing a monthly study based on parole reports. An aftercare questionnaire is being developed.

There have been two major revisions in Illinois' juvenile justice system in the last five years. One allows the Juvenile Division to transfer the youth from the juvenile to the adult system if the youth has committed a serious offense. Previously, the judge had this power. The other was change in the authorized absence. Youth can be placed in their home communities for 2 to 90 days; the authorized absence can be extended indefinitely.

Illinois is currently developing written guidelines for transition of youth from correctional facilities back to the community, school, or work. The guidelines cover topics such as transfer of records, trust funds, personal property, and parole rules. The case management directive outlines procedures, for example, how the master file will be transferred.

When asked to identify the best practices and programs offered by the Illinois Juvenile Division of the DOC, authorized absences and the use of support services were cited. Youth who use authorized absences are given a list of rules to follow. If the rules are violated, the youth can be returned to the facility. On parole, youth must commit a new crime to be returned to the facility. Officials are also in the process of implementing electronic supervision, with the youth living at home, attending school, and holding a part-time job. This program was designed for youth who do well in school, but who have drug and alcohol problems. Youth in the program must be at home

between 6:00 p.m. to 6:00 a.m. Youth remain in the program for six months.

Information for this report was provided by officials of the Juvenile Division of the Illinois Department of Corrections.

INDIANA

In Indiana, juvenile correctional programs are the responsibility of the Department of Correction. Juvenile parole/aftercare services are provided by the DOC parole services section. Juvenile probation services are the responsibility of the county courts.

Juvenile commitments are indeterminate. Youth can be committed until they are 21 years of age, but after 18 they can not be committed as juveniles. Youth are usually released before the age of mandatory release. There are no special provisions for sentencing youth who commit violent offenses.

The juvenile code addresses transfer of the youth's school records and social history to the juvenile correctional facility. The education staff at the facility requests the transfer of school records. School records are typically received after the youth arrives at the facility.

Youth with learning handicaps are administered a battery of tests. A treatment plan is developed by the facility staff during the first two weeks after the youth's arrival.

School enrollment, job training or employment is not a release condition. Before youth leave correctional facility, they return home for weekend visits. At the time of release, youth and their parole officers receive an information sheet about the youth's classes and grades. This information is to be transferred to the home school by the youth or parole officer. Official school records are transferred from the facility to the school after the youth leaves the facility upon receipt of a request from the receiving school. Records are transferred by the Director of Education at the facility.

Parole officers employed by the state DOC supervise youth on aftercare or parole and function as a liaison between the correctional facility and the school in the youth's home community. After the youth leaves a facility, contact between the youth and the parole officer is required within the first 24 hours. After the initial contact, contacts are made at least weekly; the need for more contacts is determined by the parole officer.

Youth who are ready to leave a correctional facility but can not return to their families are placed with other relatives, with foster parents or in group homes.

The most commonly used community resources for youth who have been in a correctional facility are: vocational rehabilitation, vocational education, JTPA, mental health, public school, and self-help groups.

Indiana adopted a new juvenile code in 1979, which specifies that status offenders can not be committed to correctional facilities, unless they are repeat runaways or status offenders with alcohol violations.

Some transition guidelines are contained in an inservice training manual for new parole officers. In Indiana, any printed materials designed to facilitate the transition process are highly individualized.

When asked to identify the best practices and programs offered by Indiana's Department of Corrections, officials cited residential treatment centers, in Fort Wayne and South Bend, that serve youth who commit relatively minor offenses. Youth live in the treatment centers and attend community schools. Officials are considering using similar centers for transition in large cities and contiguous counties.

Information for this report was provided by officials of the Indiana Department of Corrections.

IOWA

In Iowa, juvenile correctional programs are the responsibility of the Bureau of Adult, Children and Family Services (BACFS) within a comprehensive social services agency, the Department of Human Services (DHS). Juvenile parole/aftercare services are also provided by BACFS and juvenile probation services are provided by the judicial districts.

Juvenile commitments are indeterminate; however, a juvenile found to be delinquent can not be committed to a juvenile facility for a longer length of stay than an adult would for the same offense. Some juveniles who are guilty of a misdemeanor are sent to juvenile facilities for 30 to 60 days. At the age of 18, youth committed by a juvenile court must be released without supervision. Special provisions accommodate youth who need to stay at facilities to complete vocational or other educational programs. These youth apply to the court to extend their commitments, but can not stay past their 19th birthday. Youth who are tried and convicted as adults are transferred to adult facilities when they are 18 years old. Youth who commit violent offenses and are 14 years old or older can be tried as adults. Youth who are not amenable to treatment in the juvenile system can also be tried as adults. For a youth to be tried as an adult, the offense must be a major, violent incident, such as murder or armed robbery.

Iowa's procedure for transfer of the youth's school records is for the principal at the correctional facility to request the records when the youth arrives. It generally takes one to three weeks for the records to arrive.

The education programs at the facilities are certified as official schools. A learning handicapped youth's individual educational plan (IEP) is developed as a cooperative venture with the area education agency (AEA) which supervises the local education agency (LEA). The IEP process is used for twenty five to fifty percent of the youth in the facilities. If parents are not involved in the IEP process, surrogate parents are appointed by the AEA.

School enrollment, job training or employment is not a condition of release for youth. If it is known in advance which school a youth will be attending after release, then the school will be notified by the field social worker or the institutional principal. Attempts are made to transfer school records before youth leave the correctional facility. Usually the record is transferred within a week after the youth's departure. When transferring records to a large school district, the facility principals prefer sending records directly to the youth's home school to avoid a transfer delay due to a busy central office.

Youth who are on aftercare/parole are supervised by field social workers who also function as a liaison between the correctional facility and the home school. The social worker usually goes to the facility on the day that the youth is released, even though this is not required of the social worker. In some cases, parents pick up youth at the facility and sometimes youth are transported by a deputy sheriff. Before youth are released, contracts are written detailing requirements for contact with the field social worker. Frequency of contacts decreases as time passes, generally

starting with weekly contact, daily, if needed, and progressing to monthly contact. DHS field social workers can supervise youth until they are 18 years old.

Youth who can not return to their families when they leave correctional facilities are generally placed in residential treatment, group homes or in independent living, with the youth attending public school, vocational school or working while receiving a stipend to help defray rent costs. Youth are also placed with other relatives or foster parents, but these options are not used as often.

The most commonly used community resources for youth who have been in a correctional facility are: vocational rehabilitation, vocational education, schools, residential treatment, group homes, family therapy, and home placement. For youth in home placements, additional services are used including coordination of education and vocational education, treatment services, medical or dental care, parental counseling, homemaker services for families, and JTPA.

The last major revision of Iowa's juvenile justice system was in 1979. Treatment of status offenders was removed from the juvenile system. Juvenile proceedings are now similar to adult proceedings, requiring a series of hearings to prove delinquency.

Iowa's written guidelines for transition of youth from correctional facilities back to their community, school, or work are contained in the community service manual entitled "Rules for Community Placement" and are also included in court guidelines. The correctional facility also has a written curriculum for survival skills. Survival skills are included as part of the educational curriculum at the correctional facility. This includes such information as how to get the electricity turned on in an apartment or how to survive in school.

When asked to identify the best practices and programs of Iowa's BACFS, officials cited a private, nonprofit agency, Proteus Employment Opportunities, Inc. that offers employment training. Originally this company trained migrant workers, then evolved into working with juveniles, 19-23 year old offenders, and migrants of any age. Participants learn job skills, how to find jobs, reading and math skills and receive GED training.

Information for this report was provided by officials of the Bureau of Adult, Children and Family Services in the Iowa Department of Human Services.

KANSAS

In Kansas, juvenile correctional programs are the responsibility of Youth Services (YS) which is within a comprehensive social services agency, the Department of Social and Rehabilitation Services (SRS). Youth Services also provides juvenile parole/aftercare services. Juvenile probation services are the responsibility of the judicial districts and court service workers supervise the youth on probation.

Juvenile commitments are indeterminate. Youth can be committed until they reach the age of 21. If youth are still incarcerated when they reach the age of 21, they are released without supervision. For youth who commit violent or serious offenses, judges can make a direct commitment to a youth center instead of the usual procedure of placing them in custody of SRS and recommending placement. SRS are not bound by the judge's placement recommendation. For instance, the judge might recommend placement at a youth center, but SRS might decide to place the youth in a group home. Youth 16 years of age who commit violent offenses can be tried as

adults. Youth who have not been rehabilitated through previous treatment by SRS might also be tried as adults.

In Kansas, the usual procedure for transfer of the school record is for the education staff at the facility school to write to the home school to request the transfer. The school records are typically received after the youth arrives at the facility; however, sometimes a request is made for a copy of school records to be sent to the facility with the youth. Official school records can only be transferred from one school to another school.

Basic psychological testing is completed for all youth and further testing depends upon a youth's needs. An individual education plan (IEP) is completed for youth with learning handicaps within 30 days. If parents attend a youth's staffing, they sign the IEP. Otherwise, it is mailed to them for their signatures. For youth in a regular classroom, performing at grade level, assessment for possible placement in special education is not done. Most of the youth perform below grade level and are assessed. Kansas has reduced the number of youth who are classified as special education students from 100 percent to 40 percent of the youth in their correctional facilities. Kansas' YS has also expanded its GED program.

Individualized conditions of release are drawn up for each youth prior to release. School is required for younger children and employment is required for older youth. Some of the requirements might include applying at a minimum of five places a week, to not quit a job without adequate notice, or to be home by curfew hours. One transitional facility requires youth to save up to $500 before they can leave the facility. Youth who are returning to school make arrangements to enroll on a pre-release visit or the social worker goes to school to arrange for the youth's enrollment. At times, a staffing is held at the school. Usually school records are transferred after the youth leaves by the school counselor or the education staff at the facility. At the Atchison Youth Center, which serves youth under the age of 15, records occasionally are sent to the community worker who takes them to the school.

The community social worker supervises youth on aftercare and functions as a liaison between the correctional facility and the home school. The initial contact between the youth and the community social worker is within seven to ten days after release. Subsequent contacts vary with the individuals and are part of each youth's conditional release plan. Social workers complete progress reports after 30 days initially and 120 days thereafter. Youth receive an average of six months of aftercare.

For youth who are ready to leave a correctional facility but can not return to their families, residential aftercare programs are the primary solution. For younger children, the local social worker arranges placement. Older youth go into independent living or the Job Corps. Other placement possibilities are group homes and foster parents.

The most commonly used community resources for youth who have been in a correctional facility include: JTPA, school, Alcoholics Anonymous and mental health.

Kansas has no recent follow-up studies on youth leaving juvenile facilities but has started follow-up studies on its intensive 90-day program. If the capabilities of the youth warrant using this program, youth are committed for 90 days, then discharged with no aftercare conditions. However a couple of youth assigned to this program have chosen to have conditions imposed because they want to participate in one of the other programs.

Major revisions in Kansas' juvenile justice system went into effect in January, 1983. Juveniles were separated into two categories: children in need of care and juvenile offenders. Status offenders are now in the same category as children in need of care. Offenders are now treated much the same as adults. They are represented by attorneys, afforded due process, and

have some input in the handling of their cases, but a guardian *ad litum* is appointed. The revised code also took court services out of an intake role. Services for children in need of care are the responsibility of the social worker. The revised code also provided that in addition to being rehabilitated, youth are considered responsible for the offenses they commit and can be required to provide restitution.

Kansas has written guidelines for transition of youth from correctional facilities back to their community, school or work in its Manual of Youth Services. Printed materials especially designed to facilitate the transition process are contained in the aftercare program's information handbooks.

When asked to identify the best practices and programs offered by Kansas' YS, officials cited several aftercare programs. Argentine Transitional Treatment Foster Homes provide youth with placements in a family foster homes where youth learn independent living skills from specially trained foster parents. The Salina Project, which is a vocational training/rehabilitation program, was developed as an interagency effort. An aftercare home in Wichita, the Sedgwick County Youth Project, was also cited. Youth participating in this program are expected to find a job within a week, take an offered job, and give two weeks notice before quitting for a better job. Youth must accumulate $700 in their savings accounts to be eligible to leave the program.

Information for this report was provided by officials of the Kansas Department of Social and Rehabilitation Services.

KENTUCKY

In Kentucky, juvenile correctional programs are the responsibility of the Department for Social Services (DSS), which is within a comprehensive social services agency, the Cabinet for Human Resources (CHR). Juvenile parole/aftercare and juvenile probation are the responsibility of the Division of Family Services (DFS), which is also within CHR, and youth are supervised by a Family Services worker.

Commitments for juveniles to CHR are indeterminate. Youth may be committed to CHR until they reach the age of 18. Youth who have committed a serious offense and have had a history of felony convictions in the past may be tried and sentenced as a youthful offender in adult court for a determinate period of time. Committed youth who reach the age of 18 while still incarcerated are released without supervision. The youth remains under the jurisdiction of CHR until the age of 18 or until they are paroled to the adult system. After 18 years of age, supervision is provided by the adult corrections system.

Regulations through the Kentucky Department of Education exist regarding transfer of the youth's school records to the juvenile correctional facility. The Department for Social Services contracts with local school districts for education of youth in treatment facilities and programs. The education staff in the treatment facility requests the transfer of the school recordsto the facility. The records are usually received a couple of weeks after the youth arrives at the facility.

For the incarcerated youth with learning handicaps, an individualized education program (IEP) is developed and education staff are involved in this process. The parents are involved in the IEP process whenever possible. The Division of Family Services provides assistance in getting the parents' signatures for permission for special education assessment and/or a special education program.

Returning to school, job training or employment presently is not a release requirement for youth. The Unified Juvenile Code contains probation and parole provisions for youthful offenders. Youthful offenders will have to qualify for parole and thus may be required to have employment or participate in job training as a condition for release. When youth leave a facility, it is the responsibility of DFS to notify the public school that the youth should be enrolling there. School records are transferred by the education staff at the facility and are sent directly to the receiving school district. The Family Services representative is not authorized to transfer the record. The school record is either transferred to the school that the youth previously attended or if the youth is not going back to school, the record is kept in the school district where the facility is located until requested by another school.

Family Services workers supervise youth on aftercare and function as a liaison between the treatment facility and the community school. The Family Services worker meets with the youth within the first week after release. When released, youth are given a letter from the treatment program director stating that they are to go home first, then report to their Family Services worker to schedule future contacts. During the first month, contacts may be as frequent as once or twice a week, with the number of contacts declining over a period of time depending upon the youth's adjustment in the community.

Youth who are ready to leave a treatment facility but can not return to their families may be placed in foster or group homes. Independent living is an option for a few youth who may either work part time and/or go to sch[illegible]SS workers may assist youth in finding a place to live and make follow-up contacts with them. Kentucky is developing a number of independent living homes located throughout the state that will serve up to 36 youth who are ineligible for the juvenile system due to their age. Youth living in these homes will learn independent living skills while they continue their education or develop job skills.

The most commonly used community resources for youth who have been in a treatment facility are: public school, day treatment, vocational education, vocational rehabilitation, comprehensive mental health centers, the Division of Family Services, and Alcoholics Anonymous. A few local governments have programs for youth which provide supervision for delinquents and status offenders. Juvenile court personnel may also make aftercare contacts with the youth.

Kentucky has completed some limited follow-up studies of youth that concentrate mainly on recidivism. The Education Branch of the Division of Children's Residential Services is beginning to collect data on the percentage of youth returning to school or obtaining employment.

There has been a major revision in Kentucky's Juvenile Justice System in the last five years. The new Unified Juvenile Code's provisions for youthful offenders include determinate sentences and parole for such youth. The code also consolidates all mental health laws for youth (previously youth were committed under adult statute).

Kentucky does not have a written document specifically for transition of youth from treatment facilities back to their community, school or work. However, there are references to transition in the DSS policy manual regarding transfer of records by the education section and notification of Family Services that the youth is leaving the facility. Each youth's aftercare plan is made at the beginning of treatment. The treatment team, family, youth, facility worker, family services worker and educational personnel assist in developing the youth's aftercare plan.

When asked to identify the best practices and programs offered by the Kentucky DSS, four programs were cited. One program, the Youth in Transition Project, is funded by Children's Residential Services of DSS through a contract with the Deptartment of Correctional Services, Eastern Kentucky University. The goal of this project is to assist in the development of strategies

for transition and the dissemination of information for the more effective transition of youth in Kentucky. Another program cited was the use of vocational-education services including developing job skills for youth, locating community resources that youth need, and finding employment matched to youth's vocational skills. Vocational coordinators are located in various districts and can assist youth in transition. A third program which is at the Lake Cumberland Boys' Camp teaches youth various construction skills. Lake Cumberland has a vocational coordinator who uses contacts in the community to place the youth in a job or vocational school. Another transitional program, Day Treatment, was designed for pre-delinquent youth and youth in transition from more restrictive levels of care. In the thirteen Day Treatment programs, youth receive academic instruction as well as individual, group and family counseling during the day while remaining in their natural home or alternative community living arrangement. Statistics indicate that 76 percent of youth entering day treatment do not reenter the juvenile justice system after release.

Information for this report was provided by officials of the Kentucky Department for Social Services, Division for Children's Residential Services.

LOUISIANA

In Louisiana, juvenile correctional programs are the responsibility of the Office of Juvenile Services which is within the Department of Public Safety and Corrections (DPSC). Both juvenile aftercare/parole services and juvenile probation services are the responsibility of the Office of Juvenile Services. Youth who are placed on probation are supervised by juvenile probation and parole agents. Five urban areas have their own probation staffs.

Juvenile commitments are determinate and youth can be committed until they are 21 years old. If youth are incarcerated when they are 21, they are released without supervision. Youth who commit violent offenses can be waived to adult court if they are at least 15 years old and have committed capital offenses, such as armed robbery, murder or aggravated rape.

After being committed to DPSC, youth go to the juvenile reception and diagnostic center. The center requests transfer of the youth's school records which are sometimes received while the youth is at the center and are transferred with the youth to the correctional facility. If the records do not arrive while the youth is at the reception and diagnostic center, the correctional facility requests transfer of the records after the youth arrives.

Incarcerated youth with learning handicaps are provided services through an interagency agreement with Special School District One which is responsible for providing services for handicapped youth assigned to any type of institution. Special School District One provides an assessment team, hires the teachers and are responsible for transition of the youth. Approximately 17 percent of the youth in the correctional facilities are classified as special education students. Most of the parents sign the individualized education plans (IEPs) developed for youth. If parents do not become involved in the IEP process, a surrogate parent signs the IEP for the youth.

School enrollment, job training or employment is a condition of release for youth. Each youth has a pre-release plan. Youth reaching their maximum sentence dates must be released even if they have not started carrying out the plan. Louisiana has a procedure for notifying the home school that youth should be enrolling there. School records are transferred from the facility to the school either at the time or after the youth is released. The case manager (counselor) transfers all records. If the local education agency requests records from the principal at the facility, the principal transfers the school records.

Juvenile probation and parole agents supervise youth on aftercare and function as a liaison between the correctional facility and the home school. The initial contact between the youth and the probation /parole agent is within two weeks after the youth leaves the correctional facility; subsequent contacts are governed by a risk and needs scale.

Younger children who are ready to leave the correctional facility but can not return to their families are placed with other relatives, with foster parents, in group homes, or in residential facilities. Older youth are placed in group homes or, if their behavior warrants, they are furloughed into a skills program to prepare them for independent living.

The most commonly used community resources for youth who have been in a correctional facility are: vocational-technical schools, mental health, school, adult education, and Job Corps.

Louisiana has completed follow-up studies only on youth who remain under supervision by DPSC.

During the last five years, a major revision in Louisiana's juvenile justice system has made the Department of Corrections responsible for probation, parole, prevention and community services for both delinquents and children in need of supervision.

Written guidelines for transition of youth from correctional facilities back to their community, school, or work are contained in the service plan which identifies the responsibilities of the parents, the parole agent and the youth.

When asked to identify the best practices and programs of Louisiana's DPSC, several were cited. One was the independent living program at Reynolds Institute that provides contracted services. Youth learn independent living skills and enroll in vocational school. A couple of the youth have enrolled in a university. Another program cited was short-term residential treatment for status offenders instead of long-term residential treatment or group homes. Short-term treatment is being tried because officials felt status offenders were being kept away from their homes for too long. Louisiana is in the process of developing a 90 day intensive program for low risk children.

Information for this report was provided by officials of the Office of Juvenile Services in the Louisiana Department of Public Safety and Corrections.

MAINE

In Maine, juvenile correctional services, including parole/aftercare services and probation services are the responsibility of the Department of Corrections (DOC).

Juvenile commitments are indeterminate. Commitments are until youth reach a specified age, but superintendents of juvenile correctional facilities may release youth prior to expiration of the commitments. Most youth are committed to age 18, but judges can commit to age 21. Youth must be released when they reach the specified age, but most youth are released earlier. Youth who are committed to age 18 on an indeterminate commitment are released without supervision when they reach the age for mandatory release. For youth of any age who commit violent offenses or are chronic offenders, juvenile court judges can conduct a bindover hearing at the request of the prosecuting attorney, as to whether the youth will be tried as an adult or juvenile. If the juvenile system can not adequately meet the needs of the youth, the youth may be tried as an adult. Judges can commit youth to the Department of Human Services (DHS) for treatment of a social problem as

an alternative to the correctional system. DHS social services have more counseling, residential treatment, and funds than DOC, according to the official interviewed.

Maine is currently developing a policy for transfer of the youth's school records to the juvenile correctional facility as part of an interagency agreement. The procedure has been that the education staff at the correctional facility requests transfer of the school records which are typically received after the youth arrives at the facility.

Incarcerated youth with learning handicaps are referred to the individual education plan (IEP) team and an IEP is developed for them. If they have been enrolled in special education classes in their home schools, the special education director from their home school would be invited to attend the IEP meeting. Fifty to sixty percent of the parents attend the IEP meetings. If parents are not involved in the youth's IEP, surrogate parents are used. Two months before a youth with learning handicaps leaves the juvenile correctional facility, a discharge meeting is held. The special education director at the youth's home school is invited to attend the meeting.

School enrollment, job training, or employment is usually a condition of release for youth. Most youth are required as a condition of release to have a plan. Maine is in the process of writing a policy that requires home schools to be notified that youth leaving correctional facilities should be enrolling there. Schools have been notified by the probation and parole agents (juvenile caseworkers) even though it has not been a written policy. The facility education staff transfers school records to the home school at the time the youth leaves or later, depending upon when they are requested by the home school.

The DOC Division of Probation and Parole Juvenile Caseworkers supervise youth on aftercare and functions as a liaison between the correctional facility and the home school. Juvenile caseworkers provide diversion, probation, and aftercare. Youth keep the same caseworker for aftercare as they had before and during incarceration.. The initial contact after release between the youth and caseworker is required to be within 14 days of the youth's departure from the facility. Subsequent contacts depend upon identification of risk and needs. All youth are classified as high risk when they leave the facilities. A minimum of two face-to-face contacts per month are required for high risk youth. The manual on "Policies and Procedures on Aftercare" contains written guidelines for transition of youth from correctional facilities back to their community, school or work.

If youth can not return to their families when they leave the correctional facility, a redispositional hearing may be held at the court of original jurisdiction. At that hearing, youth may be placed in the custody of the Department of Human Services as a juvenile offender. DHS then places the youth with foster parents, other relatives or in a group home.

The most commonly used community resources for youth who have been in a correctional facility are: vocational education, mental health counseling, school, and public service work for youth who need to make restitution. Generally youth are released with a number of conditions regarding surveillance .

Maine has not completed follow-up studies on youth leaving juvenile facilities. A management information system is being installed for this purpose.

There was a major revision in Maine's juvenile justice system in 1978, with the creation of Juvenile Intake. In 1984, Juvenile Intake, Juvenile Probation, and Juvenile Aftercare Services were consolidated under the Division of Probation/Parole.

The Maine Youth Center has developed a package of forms designed to facilitate the transition process for youth who are leaving the facility. In addition, the Division of Probation/Parole's policies and procedures manual contains a section on aftercare functions.

When asked to identify the best practices and programs offered by Maine's DOC, two were cited. One was a diversion project for youth who are enrolled in special education classes. In a program offered by the Maine Youth Center, youth are assigned to cottages that serve either substance abuse offenders, violent and sexual offenders, and serious behavior disordered or emotionally disturbed offenders.

Information for this report was provided by officials of the Maine Department of Corrections.

MARYLAND

In Maryland, juvenile institutional programs, juvenile aftercare services, and juvenile probation services are the responsibility of the Juvenile Services Agency (JSA) directly under the control of the Governor's office. Juvenile counselors supervise youth placed on probation. They are employed by the state of Maryland, JSA, but report to the courts for certain areas of responsibility.

Juvenile commitments are indeterminate. Youth can be committed until they reach the age of 18. If youth are committed on the last day of their 17th year, they can stay in treatment until they are 21, although this is a rare occurrence. Typically youth are released before the age of 18. If youth reach the age for mandatory release while institutionalized, they may be released without supervision; generally plans are developed for them and a program of aftercare services will be put into effect after they leave. Maryland has release planning as part of its treatment plans; it also provides aftercare services. Youth who commit certain violent offenses, such as capital crimes, bypass the juvenile system and are tried in adult courts. The age and offense vary under which this option can be used.

Maryland has a procedure for transfer of a youth's school records to the correctional facility. Juvenile counselors, who work for the courts, request the records and send them to the correctional facility with the youth. When the youth enters the facility, the aftercare worker takes over responsibility for the youth. Community based care uses a different approach. If youth are assigned to community based care, their juvenile counselor continues to work with them. The school records are usually received at the correctional facility before or when the youth arrives, and sometimes after the youth arrives. Records must be requested to be received and some records are never received.

An individualized education plan (IEP) is developed for incarcerated youth. This is required by law in Maryland for each youth and is similar to the IEP process in public schools.

School enrollment, job training or employment is not a condition of release for youth, but is an important factor in the decision-making process. School attendance is not required for youth over the age of 16. JSA considers it desirable that youth have plans. The official interviewed observed that most of the youth are from Baltimore where few employment opportunities currently exist. A release requirement of employment would place too much pressure on facilities that are already filled to capacity. School enrollment, job training and employment are more a responsibility of aftercare. Maryland has a procedure for notifying the home school that youth should be enrolling there when they leave correctional facilities. School records are generally transferred to the home school upon the youth's release, but sometimes are transferred before or

after the youth leaves. Transferring records from the facility to the school is a shared function of the education staff at the facility and the aftercare worker. The aftercare worker attends staffings at the facility and participates in joint planning for the youth's future.

When urban youth leave correctional facilities, the aftercare worker, who provides transitional services, works with the youth until goals are met, then the juvenile counselor assumes responsibility for the youth. For rural youth, counties might only have a juvenile counselor who also serves as an aftercare worker. The aftercare counselor is the primary liaison between the correctional facility and home school or this responsibility might be shifted to the juvenile counselor. Requirements for contact with an aftercare worker are individually tailored and are contained in each youth's individual treatment plan.

Youth who are ready to leave correctional facilities but can not return to their families are placed with other relatives or in community based residential placement (foster care, residential treatment, or group homes) that is contracted with private agencies. For youth who are able to handle the freedom involved, officials prefer trying independent living. An individual service plan is developed for each youth. One of the participants in the decision making for alternative living arrangements is a resource consultant who is familiar with options available for youth. Maryland has a strong commitment to using the least restrictive facilities for youth, thus youth at risk cases are reviewed with the goal of avoiding institutional placements. An example of a youth at risk would be someone who is truant, has committed one or more delinquent offenses, and is living in a home where there is an alcohol problem. When reviewing a recommendation to assign a youth to a training school, the assessment team might divert the youth to a group home. Another youth might be transferred to the group home from the training school.

The most commonly used community resources for youth who have been in a correctional facility are: the public school, especially the special education programs, varied programs of community based residential care, drug and alcohol counseling, job finding and placement programs, and counseling from juvenile counselors.

Written guidelines for transition of youth from correctional facilities back to their community, school, or work are contained in Maryland's new probation/aftercare policies that were developed to ensure uniformity at intake and release.

When asked to identify the best practices and programs offered by the JSA, it was reported that Maryland has more than 40 community based facilities. One program singled out was Kent Youth, a community based facility on the eastern shore that was established 14 or 15 years ago and serves some of the youth exiting correctional facilities. Youth participate in outdoor educational programs and work on community service projects. They also offer an educational program for youth who have special needs.

Information for this report was provided by officials of the Maryland Juvenile Services Agency.

MASSACHUSETTS

In Massachusetts, juvenile correctional programs and juvenile aftercare/parole services are the responsibility of the Department of Youth Services (DYS) within a comprehensive social services agency, the Executive Office of Human Services (EOHS). Youth who are placed on probation are supervised by the court's probation officer.

Juvenile commitments are indeterminate. Youth can be committed until they are 18 years old. If youth reach the age of mandatory release while incarcerated, they are released without supervision. Special provisions in Massachusetts' juvenile statutes for sentencing youth who commit violent offenses apply only to youth who are tried as adults.

Massachusetts has a procedure for transfer of the youth's school records to the juvenile correctional facility. When youth are committed to DYS, a caseworker from one of the five regional offices is assigned to the youth's case and is responsible for records transfer. DYS tests youth after they are committed, and records are typically received before youth arrive at a DYS program.

An individualized educational plan (IEP) is developed for every youth committed to DYS; most youth qualify for special education classes. Parental involvement is encouraged, but not always obtained, in the IEP process.

School enrollment, job training or employment is not a condition of release for youth, although policy does require the youth's discharge papers to indicate future plans. If plans are not indicated, release is not delayed. There is a procedure for notifying the home school that the youth should be enrolling there. The school records are typically transferred to the home school by the DYS caseworker before the youth leaves the facility.

Youth who are on aftercare are supervised by their caseworkers after they leave a facility. The caseworker functions as a liaison between the facility and the home school. The Department has written guidelines for caseworkers regarding the transition of youth from correctional facilities back to their community, school or work. While youth are committed to DYS, a minimum contact between the youth and the caseworker is weekly, but varies depending upon the individuals. Massachusetts is currently compiling a follow-up study on recidivism of youth leaving juvenile facilities.

Youth who are ready to leave a correctional facility but can not return to their families are placed with foster families or in independent living arrangements.

Since 85 to 90 percent of the youth are assigned to small, community-based programs, community resources are used by the youth during their commitments. Youth continue to live at home during their commitments and use such community resources as: vocational training, schools, and support groups. When youth are discharged on their 18th birthday, they are not supervised. Plans are established for them, but it is up to the youth to put the plans into effect.

When asked to identify the best practices and programs offered by Massachusetts' DYS, officials cited their entire system as being innovative, encompassing a wide variety of community-based program options for the vast majority (85 to 90 percent) of youth in their care. Youth who require secure treatment programs are served in one of 12 intensively staffed facilities, each of which has 12 to 18 beds.

Information for this report was provided by officials of the Department of Youth Services in the Massachusetts Executive Office of Human Services.

MICHIGAN

In Michigan, juvenile correctional programs are the responsibility of the Office of Children and Youth Services (OCYS) within a comprehensive social services agency, the Department of Social Services (DSS). OCYS and the county courts provide juvenile aftercare/parole services and juvenile probation services. Youth placed on probation are

supervised by a community services worker. From commitment until discharge, youth are served by the same social worker.

Juvenile commitments are indeterminate to age 19. Commitments can be terminated earlier if the youth makes a successful adjustment or enters the armed services. Commitments are also terminated for some youth who are 17 and who are not responding to treatment in the juvenile system. These youth receive a minimum of six months of aftercare. Committed youth are wards of the state and have a social worker assigned to their cases until discharge or until they reach the age of 19. When youth reach the age for mandatory release while incarcerated, they must be released without Department supervision. The vast majority of youth are not retained in residential care past their 18th birthday. Youth can be tried as adults for any crimes committed after they are 17 years old. Michigan has no special provisions for sentencing youth who commit violent offenses. Commitments are indeterminate; there are no long term sentences for youth. Every youth is assigned a community services worker. Youth who commit murder are assigned to a juvenile correctional facility for treatment (averaging one year), and then are transferred to halfway houses or returned home. Youth who are chronic, violent offenders can not be held past 19 years of age. They are generally held until they are 18 1/2 years old, then released with supervision for six months.

Michigan has no policy or procedure for transfer of a youth's school records to a juvenile correctional facility. The education staff at the facility requests the records from the home school. School records are typically received after youth arrive at the facilities. If the school records are not already part of a youth's file, the education staff tries to obtain it within a month.

OCYS performs much of its own diagnostic work on the youth committed to correctional facilities. After screening and testing all youth, they have found approximately 50 percent need special education services.

School enrollment, job training, or employment is a condition of release for youth. These are part of the youth's plan that is prepared by the community social worker and facility personnel to present before the Youth Parole and Review Board, which grants or denies release. Between the time of the petition to the parole board for a release hearing and the hearing date, some of the youth are released to the community to arrange employment or to enroll in school. The parole board denies release for some youth based on insufficiency of their community plan. The plan requires specific rather than general information, for example: the type of job, place of employment, and starting date, or the name of the school the youth will be attending. The average age for youth leaving juvenile correctional facilities is 17. Many have completed their GEDs, and are going to work rather than school. For youth returning to school, Michigan has a procedure for notifying the school that the youth should be enrolling there. Education records are prepared near the end of the youth's stay at the facility. School records are typically transferred either at the time the youth leaves or afterward by the principal or education staff at the facility.

The social worker functions as a liaison between the correctional facility and the home school. After the youth leaves the correctional facility, the first contact between the youth and the social worker is within seven days, if not before. Subsequent contacts vary with worker and case, but are generally once a month after release. Supervision of the youth is for at least six months and it may continue until the youth is 19 years old at which time the Department loses legal jurisdiction.

Youth who are ready to leave a correctional facility but can not return to their families are placed in independent living, but not many youth are placed in this manner. Most are placed in a halfway house for four to six months. One third of the youth receive an interim placement in a community setting before going home.

The most commonly used community resources for youth who have been in a correctional facility are: vocational education, school, the community services worker, employment services, *college, and community centers* (called Attention Centers and located in Detroit) that provide education and support services.

For the last 10 years, Michigan has conducted regular follow-up studies on arrest rates, at three months and one year, on youth leaving juvenile correctional facilities. They have found that the success rate was relatively the same for youth who returned to school as those who were employed. Officials have found that youth who are employed or in school are re-arrested at one-fifth the rate of those not employed nor in school.

Written guidelines for transition of youth from correctional facilities back to their community, school or work are part of departmental policy regarding release and post-release. Community service handbooks contain information about securing social security numbers and medical care for youth. Community service workers are under the Delinquency Services Division and have specific responsibilities for transition.

When asked to identify the best practices and programs offered by Michigan's OCYS, the state's network private child care agencies was cited. These groups serve children in need of care who are placed by the courts, are court wards, or are state wards. Private agency family workers are in contact with both the youth and the family during placement and continue family contact through the youth's return to the community. They create a role for the family in the treatment program and concentrate heavily on continuity programming with families.

Information for this report was provided by officials of the Residential Care Division in the Michigan Department of Social Services.

MINNESOTA

In Minnesota, juvenile correctional programs in Minnesota are the responsibility of the Department of Corrections (DOC). Parole belongs under the jurisdiction of the Commissioner of DOC. Most correctional services are administered through local county government. Approximately one-third of the counties, which contain two-thirds of the state's population, provide state subsidized juvenile aftercare/parole services, juvenile parole services, and community-based corrections through the Community Corrections Act. The Act encouraged community-based corrections by charging counties a per diem rate for youth committed to state juvenile correctional facilities. The other two-thirds of the counties provide juvenile aftercare/parole services and juvenile probation services directly or through state contracts. Youth who are placed on probation are supervised by the local court's county probation workers or the community corrections agent who is accountable to the local board of county commissioners.

Although juvenile commitments are indeterminate the DOC has established parole eligibility dates according to the seriousness of the latest offense and offense history. Commitments are usually for at least two months and rarely exceed one year. Eighty-five percent of the youth are released between their first and ninth month and the average length of stay is four months. The current and prior history of the youth affect the length of commitment. Youth can be committed until they reach the age of 19 at which time they must be released without supervision. Youth who commit violent offenses or are chronic offenders can be certified to stand trial as an adult if they are 14 through 17 years old. The prosecutor requests this option for youth who are considered unsuitable for treatment, or a danger to the public, and final authority rests with the juvenile court.

Minnesota has a procedure for transfer of the youth's school records to the juvenile correctional facility. The education director or the education staff write to the home school for the transcript. The school records are typically received a couple of weeks after the youth arrives at the facility.

The individualized education plan (IEP) team reviews each youth. An IEP/Individualized Treatment Plan is developed for each youth.

School enrollment, job training or employment is a condition of release for youth, nevertheless many youth do not complete arrangements for school enrollment or employment before they leave facilities. The conditions of release are enforced more stringently for serious juvenile offenders. When youth are leaving a facility, a contact is made with the school to inform them that the youth should be enrolling there. The facility notifies the parole agent who contacts the school. Records are transferred from the facility by the education director either at the time or after the youth is released.

Parole agents supervise youth on aftercare and function as a liaison between the correctional facility and the home school. The initial contact between the youth and the parole agent will be within one working day after the youth has been released from the correctional facility. Subsequent contacts depend upon the youth's needs and are once a week or more for youth with more serious needs and for other youth, every other week.

Youth (15 years or younger) who are ready to leave a correctional facility but can not return to their families may be placed with foster parents. Youth who are 16 or older may be placed in group homes. Youth are also placed with other relatives or in residential treatment if they need more structure.

The most commonly used community resources for youth who have been in a correctional facility are: schools, group homes, chemical abuse programs, outpatient counseling (for sex offenders, emotional disorders, family relations, etc.), and special on-the-job training programs. Often social services workers make home visits to work with youth and their families in an attempt to keep the family unit intact. Vocational rehabilitation and vocational education are used occasionally.

Minnesota has written guidelines for transition of youth from correctional facilities back to their community, school, or work. They are contained in state policies and release guidelines.

When asked to identify the best practices and programs in Minnesota, three programs were cited. A group home, Freeport West, Inc., serves many youth from Minneapolis who do not have anywhere else to live. At Freeport West, an independent living skills program, Project Solo, was developed. After youth complete this program, Freeport West helps them establish independent living. Counties, at times, help subsidize independent living as a less expensive alternative to other placements. The second program cited was Katahdin, a day program academic learning and field trips to such places as city hall and art galleries. The third program cited was Thistledent Camp, a residential 90-day wilderness experience camp.

Information for this report was provided by officials of the Minnesota Department of Corrections.

MISSISSIPPI

In Mississippi. juvenile correctional programs are the responsibility of the Institutional Division of the Department of Youth Services (DYS). Juvenile aftercare/parole services and juvenile probation services are provided by the DYS Community Services Division. When youth are placed on probation they are supervised by the DYS youth service counselors.

Juvenile commitments are indeterminate. Youth can not be committed to a juvenile facility if they are 18 years old; however once committed, they can be kept until they reach the age of 20. Youth reaching the age for mandatory release while incarcerated are released without supervision. Youth over the age of 13 who commit capital offenses (rape, murder, armed robbery), which have the death penalty as a possible sentence, go directly to the adult justice system. In these cases, the juvenile system would not have original jurisdiction. The adult court can remand the youth back to the juvenile system.

Mississippi has a procedure for transfer of the youth's school records to the juvenile correctional facility. The principal or education staff at the correctional facility's school requests transfer of the records which are typically received after the youth arrives.

For the incarcerated youth with learning handicaps, individualized education plans (IEPs) are developed.

School enrollment, job training, or employment is not a condition of release for youth, although facility staff make recommendations to be included in the community treatment plan. Mississippi does not have a policy or procedure for notifying the home school that the youth should be enrolling there. School records are typically transferred by the principal or educational counseling staff to the community school after release and only if they are requested.

DYS counselors supervise youth on aftercare, function as a liaison between the correctional facility and the home school, and are responsible for helping youth enroll in school or obtain employment. Since youth are committed for only 6 months to 1 year, counselors encourage them to stay in school. After youth leave the correctional facility, the initial contact between the counselor and the youth is expected to occur within a day or two. Subsequent contacts are typically once a week at the beginning and taper off as time goes by depending on the case.

Youth who are ready to leave a correctional facility, but can not return to their families, are almost exclusively placed with other relatives. In rare cases, they are placed in an orphanage or group home. Foster parents are not used.

The most commonly used community resources for youth who have been in a correctional facility are vocational education and public school. All youth are supervised in the community by youth services counselors who use all available resources to some degree.

Mississippi has written guidelines for transition of youth from correctional facilities back to their community, school or work. Once the superintendent of the facility determines that youth are eligible for parole, the community counselor prepares the parole agreement and makes arrangements for the youth's transportation home. The counselor supervises the youth to ensure that the conditions of parole are followed. Youth who break the agreement may be returned to the correctional facility on parole violation as determined by the court. The parole contracts are especially designed to facilitate the transition process and must be signed by both the youth and the parents. Local counselors develop additional transition material.

When asked to identify the best practices and programs offered by Mississippi's DYS, the local court staff was cited for developing and initiating numerous programs to keep youth out of

trouble. The Desota County Youth Court and the youth services counselors assigned there were singled out. They have provided organized group activities and programs which include parenting classes, drug and alcohol awareness, and visits to state penitentiaries. They are assisted by a large group of volunteers who work one-on-one with the youth. The program offers both an alternative program and programs for aftercare. The judges in Mississippi were also cited as one of the keys to the overall success of DYS programs.

Information for this report was provided by officials of the Mississippi Department of Youth Services.

MISSOURI

In Missouri, juvenile correctional programs are the responsibility of the Division of Youth Services (DYS) which is within a comprehensive social services agency, the Department of Social Services (DSS). Juvenile aftercare services are provided by DYS and the judicial circuits. Juvenile probation services are the responsibility of the judicial circuits. Youth who are placed on probation are supervised by DYS aftercare youth counselors.

Juvenile commitments to DYS are indeterminate. Youth can be committed until they reach the age of 18. If incarcerated youth reach the age for mandatory release, they are released with supervision. Special provisions exist for sentencing youth who commit violent crimes. If they are between the ages of 14 and 17 and commit an offense that would be classified as a felony if it were committed by an adult, they are eligible for disposition as an adult. Youth who are tried and convicted as adults are sent to adult correctional facilities. This option is not used very often. Most youth between the ages of 14 and 17 who commit violent crimes are committed to DYS which assigns them to a juvenile facility.

There is no policy or procedure for transfer of the youth's school records to the juvenile treatment facility. School records are requested by the facility manager. The classification officer will go to the county detention center in order to classify a youth. The record is requested when the youth is classified and is generally received within 30 days after the youth's arrival at the facility.

Missouri's special education programs for incarcerated youth are monitored by the Department of Education. Parental involvement in the individualized education plan (IEP) is sought.

In Missouri, it is a condition of release that youth return to school, job training, or employment before they are released from a juvenile facility. They are required to have an aftercare plan specifying that they will go to school, obtain a GED, enter the Job Corps, etc. Youth receive a six month conditional release. No formal notification procedure exists for informing the public school that the youth should be enrolling there. Records are transferred from the facility to the school at the same time the youth is released. At large facilities, records are transferred by the education supervisor. At small facilities, records are transferred by the facility manager.

The aftercare counselor is assigned when the youth is committed to DYS. They supervise youth on aftercare and function as a liaison between the facility and the school in the youth's home community. The aftercare counselor visits the residential facility every 60 days while the youth is incarcerated. After the youth's release, contacts between the youth and the aftercare counselor vary depending upon individual needs. A monthly summary is provided to the court on the youth's progress.

For youth who are ready to leave a treatment facility but can not return to their families, placements are made with other relatives or foster parents. In Missouri, DYS operates low, moderate and highly structured facilities. A youth will be placed in a group home where they attend public school, a park camp, or an institution. The amount of structure of the youth's placement is determined by the classification officer. Unsubsidized independent living with supervision by the social services staff is used for youth who are nearing 18, the age of mandatory release.

The most commonly used community resources for youth who have been in a treatment facility are: public schools, Job Corps, family therapy, armed services, foster homes, and employment.

Missouri DYS has completed studies of their recidivism rate which show an eight to ten percent return rate from group homes, fifteen percent from park camps and fifty percent from institutions. The latter two serve delinquents who have committed more serious offenses.

The last major revision in Missouri's juvenile justice code was in 1975. It broadened the area of responsibility for DYS. In 1984, a law was passed removing all juveniles under the purview of the juvenile court from adult lock-ups and jails. There are also incentive subsidies to the courts to divert youth. Currently there is a push to deinstitutionalize status offenders in the juvenile court system, but no state legislation has been proposed.

When asked to identify the best practices and programs offered by the Missouri DYS, several programs were cited. Youth who have specified handicapping conditions, such as behavior disorders or learning disabilities, are diverted to a separate, specialized facility. An additional facility cited by officials was the Northwest Regional Youth Center, a co-ed, multi-racial, highly secure unit, which offers a variety of activities, such as music, art, a group approach with individualized treatment emphasis, and multicutural studies. Another facility cited was the Watkins Mill Park Camp, a 22-bed institution serving males. They participate in stress challenges, building a group and building self-esteem through activities such as a rope course, canoeing, backpacking and rappelling cliffs.

Information for this report was provided by officials of the Division of Youth Services in the Missouri Department of Social Services.

MONTANA

In Montana, juvenile correctional programs are the responsibility of the Corrections Division (CD) of the Department of Institutions (DI). Juvenile parole/aftercare services are provided by the CD Community Corrections Bureau. Juvenile probation services are the responsibility of the judicial districts.

Juvenile commitments are determinate. Youth can be committed until they reach the age of 21. When youth reach the age for mandatory release while incarcerated, they are released without supervision. Youth who commit violent offenses and are 16 years old can be transferred to adult court.

The transfer of the youth's school records to the juvenile correctional facility is carried out by the Department of Public Instruction. Records can be easily transferred because the schools at Montana's two juvenile correctional facilities (one for boys and the other for girls) are accredited high schools in the state school system and they follow state policies. Records are transferred

following a request from either the court's juvenile probation officer or the education staff at the facility. The record is typically received after the youth arrives at the facility.

Montana's CD is in the process of improving the delivery of services to incarcerated youth with handicaps in compliance with P.L. 94-142. Parents can be involved in the individualized education plan (IEP) if they desire. For youth whose parents are not interested, CD is currently attempting to enter into an agreement with a surrogate parent program, Parents Let's Unite Kids (PLUK), that is sponsored by the Montana Center for Handicapped Children. Larger towns have local surrogate parent programs.

School enrollment, job training or employment is not a condition of release for youth. Montana has a procedure for notifying home schools that youth should be enrolling there. School records are typically transferred by the facility principal after the home school requests them.

CD aftercare counselors supervise youth on aftercare and function as liaisons between the correctional facility and the home school. The initial contact between the youth and aftercare counselor is within 24 hours after the youth leaves the correctional facility. All youth are considered to be under maximum supervision for the first 30 days, then are reclassified based on their risk to the community and their individual needs. Contacts each month range from four face-to-face and two collateral contacts with the school or employer for maximum cases to two face-to-face and one collateral contact for minimum cases. Generally, there are more than the minimum number of contacts.

Group homes are the first choice for placement of youth who are ready to leave a correctional facility but can not return to their families. Additional placements are made with: other relatives, residential treatment, the Job Corps, and independent living. If youth are 17 and over and qualified based upon behavioral, emotional, and social criteria, they can receive independent living assistance. Youth can also be placed in Pension Homes which house runaways and can provide 30-day placements for youth who are leaving facilities with no place to live. Other youth are placed in free homes, which are similar to foster care, but with no state payment to the care provider.

The most commonly used community resources for youth who have been in a correctional facility are: Job Corps Centers where youth learn to operate heavy machinery or labor skills, homes for unwed mothers, and social workers and psychologists in private practice.

Montana has written guidelines for transition of youth from correctional facilities back to their communities, school or work in their policy manual for aftercare. Montana's geographic size reduces the amount of contact possible among the youth, the family, and CD personnel both in the facility and the community. The aftercare counselor meets with the youth's family monthly, starting when the youth is committed. Before youth leave a correctional facility, they are given a couple of home visits that can be up to 30 days in length. If things go well during the visits, the institution sends out a request for placement investigation. The aftercare counselor has 30 days to respond to the facility's request and can approve or reject the youth's plan.

When asked to identify the best practices and programs offered by Montana's CD, officials cited the Youth Evaluation Program that makes a 45-day evaluation for the courts of dependent youth, youth in need of support, and delinquent youth. It is located in a residential neighborhood in Great Falls and was developed by CD. Most youth evaluated by this program are not assigned to correctional facilities. Correctional facilities can also provide 45-day evaluations for the courts, although more homelike settings provide more valid assessments.

Information for this report was provided by officials of the Corrections Division in the Montana Department of Institutions.

NEBRASKA

In Nebraska, juvenile correctional programs are the responsibility of the Division of Juvenile Services (DJS) in the Department of Correctional Services (DCS). Juvenile aftercare/parole services are provided by the DCS Juvenile Parole Administration. Juvenile probation services are the responsibility of the State Probation Administration. Youth placed on probation are supervised by a court probation officer.

Juvenile commitments are indeterminate to age 19. Youth can be accepted by the juvenile system up until their 18th birthday and discharge is mandatory at age 19. At that time, they are released without supervision. Youth who commit violent offenses, such as murder or manslaughter, are tried and sentenced in the adult system. For crimes such as armed robbery, the cases are processed in the adult system. Judges generally waive them to the juvenile court unless the offense was especially violent or the youth has been a chronic offender.

Nebraska has a procedure for transferring the youth's school records to the juvenile correctional facility. The school records are typically received after the youth arrives and only if requested by the educational administrator.

Nebraska follows P.L. 94-142 in developing individualized education plans for incarcerated youth with learning handicaps. Parents are always contacted during the IEP process but fewer than 20 percent participate. Officials are required to notify the parents and send them information about the youth's plan.

School enrollment, job training or employment is a release condition for youth. Youth must have plans to be registered in school or to have a job within 30 days of release. Parole officers help youth find jobs. Before the youth leaves a facility, home schools are notified that youth should be enrolling there. Contact is made with the school by the supervising parole officer and records are transferred from the facility after the youth leaves. An unofficial transcript goes with the youth upon release to assist the school in proper program placement. An official transcript is transferred by the educational administrator after the youth leaves and upon an official request from the receiving school.

The parole officer supervises youth on aftercare and functions as a liaison between the correctional facility and the school in the youth's home community. The initial contact between the youth and the parole officer is at the time of release from the facility. Subsequent contacts with the youth are every 10 days during the first three months, then once a month providing the youth has stabilized. In addition, there are numerous collateral contacts.

Youth who are ready to leave a correctional facility but can not return to their families are placed with other relatives, foster parents, or in private group homes. The assigned parole officer will make the placement decision in conjunction with the youth and facility directors.

The most commonly used community resources for youth who have been in a correctional facility are: school, the parole unit which secures adjunct services, mental health counseling, community alcohol/drug counseling, Alcoholics Anonymous, and Job Corps.

Written guidelines for transition of youth from correctional facilities back to their community, school or work are contained in the parole agreements. The parole agreement is developed within the first 60-90 days of the youth's arrival at the correctional facility and includes individual goals to work toward. The parole officer visits the youth every six weeks while the youth is in the correctional facility and is contacted when the youth is ready to be released.

When asked to identify the best practices and programs offered by Nebraska's DJS, two were cited. One program was the 30-day evaluation completed for the courts on both males and females at Geneva, the girls' correctional facility. Last year, the unit evaluated 435 youth. The other was a transition program contracted with Dean Curtiss and Associates, started in March, 1987, and will be evaluated July, 1987. The transition program worked with youth in their home communities. Dean Curtiss and Associates were paid based upon the number of students they prepare rather than their success rate. This organization has been providing this service for welfare clients for the past year and has been quite successful.

Information for this report was provided by officials of the Division of Juvenile Services in the Nebraska Department of Correctional Services.

NEVADA

In Nevada, juvenile correctional programs are the responsibility of the Youth Services Division (YSD) which is within a comprehensive social services agency, the Department of Human Resources (DHR). Juvenile aftercare/parole services are provided by the DHR/YSD Youth Parole Bureau (YPB). Juvenile probation services are the responsibility of the judicial districts.

Juvenile commitments are indeterminate. Youth can be committed until they reach the age of 18. To date, no youth has reached the age for mandatory release while incarcerated. Youth can be retained until they are 20 years old, but most youth have a very short length of commitment (7-9 months). Youth 16 and 17 years old who commit a felony may be certified to face charges as an adult. Youth who are 8-18 years old and charged with murder or attempted murder are automatically prosecuted as adults and would have to be assigned to an adult institution. Since Nevada does not have appropriate facilities for these youthful offenders, reciprocal agreements allow them to be incarcerated in correctional facilities in other states. In an even exchange, Nevada provides treatment for inmates from other states.

Nevada has a procedure for transfer of the youth's school records to the juvenile correctional facility. The principal or education staff of the facility requests transfer of the records from the school district and they are typically received two weeks after the youth's arrival.

Among those participating in planning the individualized education plan (IEP) for incarcerated youth with learning handicaps is the parole counselor. Parental signatures are required on both the IEP and the youth's parole agreement.

Each youth is required by law to have a full time job or be enrolled in school or vocational training after being released from the correctional facility. Assisting the youth in finding employment or enrolling in school or vocational training is one of the parole officer's primary jobs, according to the official interviewed. Two weeks before a youth leaves the correctional facility, the parole officer notifies the public school that the youth should be enrolling there. School records are transferred to the school by the facility principal either before or at the time the youth leaves.

The parole officer, who is a peace officer under state law, supervises the youth on aftercare. The parole officer is assigned to the youth on the first day of the youth's commitment, and is a liaison between the family, school, community, and the institution. After the youth is released from the correctional facility, the initial contact between the youth and the parole officer is within five working days. Subsequent contacts are based on the risk and needs scale which provides for

intensive, standard, or minimum supervision. Absolute minimum contact must be at least once a month.

Youth who are ready to leave a correctional facility but can not return to their families are placed with other relatives, with foster parents, or in group homes. The YPB is currently developing day and evening programs for parolees to increase support, structure and supervision of youth who need it.

The most commonly used community resources for youth who have been in a correctional facility are: JTPA, mental health and mental retardation services, school, residential treatment programs, Alcoholics Anonymous and Narcotics Anonymous.

Written guidelines for transition of youth from correctional facilities back to their community, school or work are contained in Nevada's parole policies. In addition, youth are provided with parole conditions and a pre-parole meeting and pre-release staffings are held. Youth attend job readiness classes and learn how to apply for a job while institutionalized.

When asked to identify the best practices and policies of Nevada's YSD and YPB, the whole system in general was cited because of their low return rate at the end of a year and because of their positive results with delinquents, such as auto thieves and burglars.

Information for this report was provided by officials of the Youth Services Division in the Nevada Department of Human Resources.

NEW HAMPSHIRE

In New Hampshire, juvenile correctional programs are the responsibility of the Division for Children and Youth Services (DCYS) within a comprehensive social services agency, the Department of Health and Human Services (DHHS). Juvenile parole/aftercare services are provided by DHS/DCYS Bureau of Residential Services. Juvenile probation services are now the responsibility of the Department of Corrections (DOC) Division of Field Services and the district courts. Currently, some small counties have DOC juvenile probation officers while larger counties have their own probation departments.

Juvenile commitments are indeterminate. Youth can be committed until they are 18 years old. When youth reach the age for mandatory release, they are released without supervision and their cases are closed. Youth who commit violent offenses and are 15 years or older can be certified to stand trial as adults.

New Hampshire has a procedure for transfer of the youth's school records to the juvenile correctional facility. It is the same procedure used by public schools. The director of education or the education staff at the facility request the records which are typically received a week after the youth arrives.

For the incarcerated youth with learning handicaps, representatives from the facility school attend a staffing at the local school. (They help pay for the education of the youth in special education classes.) Parents are involved in the individualized education plan (IEP) process if they are interested; otherwise the facility gets a surrogate parent through the court.

School enrollment, job training or employment is not always a condition of release for youth; however, the independent juvenile parole board prefers seeing it in a youth's plan.

Generally, before the youth leaves the facility, the home school is notified that the youth should be enrolling there. In addition, a liaison teacher from the facility makes personal contact with the school. School records are hand-carried by the juvenile parole officer or the liaison teacher or are mailed within 48 hours after the youth's departure. The director of education decides the method of records transferal.

The juvenile parole officer supervises youth on aftercare. Both the juvenile parole officer and the liaison teacher from the facility function as liaisons between the correctional facility and the home school. A parole officer is paired with a youth at the time of commitment and is included in treatment staffings and aftercare. The parole officers visit the youth rather than have the youth visit them. Contacts between the youth and the parole officer might be once a day or once a week depending upon the individual. Parole is indeterminate for youth. If the youth does well during the first year, a petition for dismissal is presented.

Youth who are ready to leave a correctional facility but can not return to their families are placed with other relatives, with foster parents, in group homes, in the Wilderness Camp to work on socialization skills, or with the regional Job Corps Center.

The most commonly used community resources for youth who have been in a correctional facility are: vocational education, mental health, school, the Adult Basic Education Program (school leading to the GED), and local agencies that serve youth (if the town has a Youth Services Bureau). An additional resource called Friends, pairs an adult with a youth or a youth with a youth and is a program similar to Big Brother or Big Sister.

There have been major revisions in New Hampshire's juvenile system in the last five years. Several agencies were combined to create a new agency, DCYS, making it easier to provide a continuum of care for the youth. Another major change was that the court placed a cap on the population at the correctional facility.

Written guidelines for transition of youth from correctional facilities back to their community, school or work are individualized for each youth. A check out sheet is used for each youth. New Hampshire also uses a federal publication entitled "Making It On Your Own".

When asked to identify the best practices and programs offered in New Hampshire, two existing programs were cited. One program was the Wilderness Camp that opened in November, 1986. It was contracted with Eckerd Family Youth Alternatives, Inc. in Florida. The other program cited was Friends, in Concord. In addition, officials are planning to open a transition unit for mental health patients and for delinquents. It will be located at the Anna Philbrook Center for Youth and will be open in 1988.

Information for this report was provided by officials of the Division for Children and Youth Services in the New Hampshire Department of Health and Human Services.

NEW JERSEY

In New Jersey, juvenile correctional programs are the responsibility of the Division of Juvenile Services (DJS) which is within the Department of Corrections (DOC). Juvenile aftercare/probation services are provided by the DOC Bureau of Parole. Juvenile probation services are the responsibility of the judiciary probation division.

Juvenile commitments are determinate. Youth can be committed until they reach the age of 18. DJS serves youth between the ages of 12 and 18. Youth are not automatically released when they reach the age of 18. They are released with the juvenile parole board's approval after they have served one-third of their sentences. Youth who are convicted when they are close to 18 can serve sentences in the juvenile system until they are 21. Youth who commit serious offenses stay in the juvenile system even when they are adults. Starting at age 12, youth who are career violent offenders can be prosecuted as adults. Youth who commit lesser offenses serve sentences at a detention center rather than a juvenile correctional facility. To ensure compliance with the juvenile code, the coordinator of support services receives the name, date of birth, and background of the youth, then reviews the sentence received by the youth.

New Jersey has a procedure for transfer of the youth's school records to the juvenile correctional facility. The local court worker gathers records during the pre-sentencing investigation. The school records are received by the facility at the time the youth arrives.

Youth with learning handicaps are identified before they go to juvenile correctional facilities by child study teams that work with the schools in the home communities. Youth with mental health problems can not be sentenced, but are committed to Human Services for residential placement.

School enrollment, job training or employment is usually release requirements and are stipulated in the pre-parole contract. Youth must have concrete plans prior to their release hearings. Officials try to get the youth employed or enrolled in vocational training or public school. Youth under the age of 16 must attend school. New Jersey has a procedure for notifying the public school that the youth should be enrolling there. Schools are notified through a coordinated effort. The parole officer is responsible for youth after they leave facilities. Records are transferred upon request from the home schools and typically by the clerk working for the facilities superintendent of instruction.

Youth on aftercare are supervised by a DOC parole officer. The parole officer completes pre-parole planning, functions as a liaison between the correctional facility and the home school, and has responsibilities similar to those of a social worker. The parole officer's initial contact is immediately upon release of the youth. Subsequent contact for youth who need intensive supervision are twice a month in the parole officer's office and twice a month in the field. Contacts are less frequent for youth needing less intensive supervision. If the youth has no transportation, the parole officer goes to see the youth.

For youth who are ready to leave a correctional facility but can not return to their families, the first placement choice would be with other relatives or a friend, Youth are also placed with foster parents or group homes. If they are under 18 years of age, Youth and Family Service handles their placement. Older youth are eligible to receive a stipend for independent living.

The most commonly used community resources for youth who have been in a correctional facility are: vocational education, schools, Alcoholics Anonymous, and Narcotics Anonymous.

New Jersey has a follow-up study on youth leaving juvenile facilities done five years ago. When DJS was created, Rutgers University was given a contract to provide a profile of youth in the juvenile system. A random sample of 200 youth was studied for psychological and educational histories, learning disabilities, and information about their parents and siblings. Prevalent among their findings were: sexual abuse, single parent families, and parents with drug and alcohol problems. At that time, of the 1300 youth served by DJS, 50 or 55 were females. Of these youth, 12 percent were Hispanic, 27 percent were white, and 61 percent were black. In addition, the Juvenile Delinquency Disposition Commission was created to study the impact of New Jersey's new juvenile code.

There have been revisions in New Jersey's juvenile justice code in the last five years. Under a new code, minimum and maximum sentences have been established for youth. The state parole board reviews the youth's progress and establishes a release date. Under the recall procedure, a request can be made for the judge to reduce or modify the sentence if the youth is progressing well.

Standards for transition of youth from correctional facilities back to their community, school or work are contained in the Administrative Plan Manual. The standards require the institutional parole officer to request a pre-parole investigation by the community parole officer. The community parole officer investigates the home situation, school, employment possibilities, and/or placement in a residential facility if the youth has a substance abuse problem. Youth receive a parole certificate with parole rules printed on the back in English and Spanish.

When asked to identify the best practices and programs offered by New Jersey's DJS, 42 programs were cited and three were singled out. One private program that has federal/state funding is the Correctional Corporation of America which is under contract to determine if it can provide juvenile programs less expensively than the state can provide them. Another program is GENESIS which serves violent offenders in Newark by getting youth off the streets, involved. The third program, the Juvenile Aftercare Program, is a federally subsidized pilot program.

Information for this report was provided by officials of the Division of Juvenile Services in the New Jersey Department of Corrections.

NEW MEXICO

In New Mexico, juvenile correctional programs are the responsibility of the Corrections Department (CD). Juvenile aftercare/parole services are provided by the CD Field Services Division. Juvenile probation services are the responsibility of the judicial districts.

Juvenile commitments are indeterminate. Three types of commitments are available: ninety-day indeterminate diagnostic, two-year indeterminate, and an infrequently used three-year commitment for repeat offenders. Youth can be committed on the last day before their 18th birthday and the commitment can extend until the last day before their 21st birthday. Most of the youth who reach the age for mandatory release while incarcerated are released with supervision. Youth who commit violent offenses, such as murder or rape, and are 16 years old or older can be transferred to the adult court.

New Mexico has a procedure for transfer of the youth's school records to the juvenile correctional facility. The education staff at the facility requests the records from the home school. The record is typically received either at the time or within three weeks after the youth's arrival.

An individualized education plan (IEP) and an individualized treatment plan (ITP) are developed for each incarcerated youth with learning handicaps. Parents often are not involved in the IEP process.

School enrollment, job training or employment is a release condition for youth. Each youth has an ITP specifying future plans. When youth are leaving a juvenile correctional facility, there is a procedure for notifying the home school that the youth should be enrolling there. Either a staff person at the youth's halfway house or the youth's parole officer notifies the school. The principal at the facility mails the school records to the parole officer who either personally delivers or mails the records to the school.

The DOC field services parole officer supervises youth on aftercare and functions as a liaison between the correctional facility and the youth's home school. The initial contact between the parole officer and the youth is immediately after the youth's release, either within 24 hours or on the first working day. Subsequent contacts depend upon the needs of the youth.

Youth who are ready to leave a correctional facility but can not return to their families are placed with other relatives and occasionally with foster parents. Many of the youth are 17 or 18 years old and are trying to establish their independence. Some of the youth stay at halfway houses, called reintegration centers until they save enough money to go into independent living. The reintegration centers house 11 to 24 youth. Most are located within city limits, a couple are in residential neighborhoods, one is a 32-bed camp in a rural area that offers wilderness experiential education. Each reintegration center has an advisory board composed of community members. This gives the program the advantage of having broad-based community support.

The most commonly used community resources for youth who have been in a correctional facility are: vocational rehabilitation, vocational education, JTPA, mental health, and schools. New Mexico has a very elaborate reintegration program. Youth go through the program at a reintegration center prior to release. Youth spend one-fourth to one-third of their commitments in community-based treatment. New Mexico has seven reintegration centers scattered throughout the state, so generally the center is within an hour's drive of the youth's home community.

Written guidelines for transition of youth from correctional facilities back to their community, school or work are contained in both the ITPs and the parole agreements.

When asked to identify the best practices and programs offered by New Mexico's CD, officials cited their halfway houses and one additional program. A lot of innovation exists in the halfway houses, especially in the area of community restitution. Youth work to give back to the community. The other program cited by the officials, Eagle Nest Camp, is for older boys who have been incarcerated and is an experiential education program. It contains both wilderness (including working with the Forest Service) and city (Albuquerque) experiences where youth learn how to overcome stress, how to work as a team, and how to overcome learning obstacles.

Information for this report was provided by officials of the New Mexico Corrections Department.

NEW YORK

In New York, juvenile correctional programs and juvenile parole/aftercare services are the responsibility of the Division for Youth (DY) which is within the New York State Executive Department (ED). Juvenile probation services are provided by the County Probation Department which are overseen by the ED Division of Probation and Correctional Alternatives.

Juvenile commitments are determinate. Youth may be placed for 12 or 18 months with extensions until they are 21 years old, but few youth stay past the age of 18. The few who stay must do so voluntarily. When youth reach the age for mandatory release while incarcerated, their dispositions depend upon their original placements. If the youth is a juvenile offender who was placed in a juvenile correctional facility by an adult court, the youth will be either transferred to an adult correctional facility or placed on parole. If the youth was placed in a juvenile correctional facility by a family court, the youth is released with supervision provided by DY. Youth ages 14 and 15 who commit violent offenses, such as A and B felonies, are arraigned in adult court. Special provisions also exist in family court for violent offenders. They can be tried as juveniles and placed in juvenile correctional facilities.

New York has a procedure for transfer of the youth's school records to the juvenile correctional facility. When youth are assigned to the Division for Youth by the court, the Youth Service (YS) team worker, a social worker who is also responsible for placement of the youth, requests the records. The Youth Service team worker sends the records to the facility and they typically arrive after the youth.

In New York state, an individualized education plan (IEP) team is responsible for the special education programs of incarcerated youth with learning handicaps. Special education programs follow the same procedures used in public schools.

School enrollment, job training or employment is a release requirement for youth. Several meetings are held regarding each youth's release plan. Youth are required to have a release plan in effect prior to their release. When youth are leaving a facility, the home school is notified that the youth should be enrolling there. The facility's school records are sent by the principal to the Youth Service team worker. The YS team worker sends the records to the school and is responsible for placing the youth in the home school. The records are typically transferred after the youth leaves the facility.

The Youth Service team is composed of community-based counselors. The team worker is assigned to the youth at commitment and continues serving the youth through aftercare. In addition, the Youth Service worker functions as a liaison between the correctional facility and the youth's home school. The youth's discharge is coordinated through the Youth Service worker. The youth signs a release agreement that stipulates the supervision by and contact with the Youth Service worker. Terms of the agreements vary among individuals.

Youth who are ready to leave a correctional facility but can not return to their families are placed with other relatives, with foster parents, in group homes, or with private, non-profit organizations that provide contracted beds.

The most commonly used community resources for youth who have been in a correctional facility are: vocational education, school, employment services, counseling services and after school or recreational organizations, such as Boys' Club or YMCA.

New York has completed some follow-up studies on recidivism of youth leaving juvenile correctional facilities; however, the percentage returning to school or obtaining work is not available.

Written guidelines for transition of youth from correctional facilities back to their community, school, or work are contained in the DY release guidelines.

When asked to identify the best practices and programs offered by New York's DY, officials cited three very diverse aftercare programs. A private community-based organization was funded in each of the following areas: New York City, rural, and upstate urban. In addition, up to 10 percent of the Chapter I funds can be used for transition of youth who are in correctional facilities or are neglected, dependent, etc.

Information for this report was provided by officials of the Division for Youth in the New York State Executive Department.

NORTH CAROLINA

In North Carolina, juvenile correctional services are the responsibility of the Division of Youth Services (DYS) which is within a comprehensive social services agency, the Department of Human Resources. Both juvenile aftercare/parole services and juvenile probation services are provided by the Juvenile Services Division of the Administrative Office of the Court.

Most youth receive indeterminate commitments with a maximum release date. Youth who are charged with more serious offenses are assigned determinate sentences. Youth can be committed until they reach the age of 18. On the average, youth remain at juvenile correctional facilities for 8 to 9 months. Most youth are released with supervision and before they are 18 years old. Youth sentenced for more serious offenses are transferred to adult correctional facilities when they reach the age of 18, unless the judge mandates discharge on the youth's 18th birthday. Youth who commit violent offenses can be waived to adult court.

North Carolina has a procedure for transfer of the youth's school records to the juvenile correctional facility. The principal or education staff at the correctional facility requests the records which are usually received after the youth arrives. Success in getting records transferred depends upon the relationship between the local education agency and the education staff at the facility.

Roughly 10 to 15 percent or more of North Carolina's incarcerated youth have learning handicaps, and the state complies with P.L. 94-142 regarding their education. An assessment is completed on youth, and an individualized education plan (IEP) is prepared by the IEP team. Three or four attempts are made to get parents to participate in the IEP process. If parents do not participate, a surrogate parent represents the youth.

School enrollment, job training or employment is not a release condition for youth. Nevertheless, most of the youth who have been committed to DYS are between the ages of 12 and 16, so they must go to school when they leave the correctional facility. If youth are over 16 years of age when they are released, officials help the youth obtain vocational rehabilitation services and/or employment. North Carolina has a procedure for notifying the public school that the youth should be enrolling there. The court counselor generally attends the youth's prerelease conference and also notifies the school that the youth should be enrolling there. The reentry counselor, school personnel, court counselor and youth attend a conference at the school. The youth's correctional facility school records are taken to the conference and school personnel have an opportunity to learn what did or did not work with the youth at the facility. The school records are transferred from the facility by the principal as soon as the youth leaves.

Youth on aftercare are supervised by the court counselor. If they are living in a group home, then they are supervised by the group home director. The court counselor or group home director also functions as a liaison between the correctional facility and the home school. Youth living in group homes are in daily contact with their group home director. Youth supervised by court counselors progress from weekly contact to monthly contact.

Youth who are ready to leave a correctional facility but can not return to their families are placed with other relatives, or DYS works through the Department of Social Services to arrange individualized foster care placements. Another placement possibility are group transitional homes which are a continuation of the facilities. With the help of the court counselors, officials try to identify youth who would need transitional homes as early as possible. Youth living in transitional homes must attend public school, a community college, work on their GEDs or have a job. While at the transitional home, youth are taught that they are in control of their lives, and develop independent living and job skills. Youth stay at transitional homes for two to six months while a placement is being arranged for them and longer if a placement can not be found.

Vocational rehabilitation is the most commonly used community resource for youth who have been in a correctional facility. Other resources include: the Department of Social Services, court counselors, community-based alternative programs, churches and other religious organizations.

North Carolina has written guidelines for transition of youth from correctional facilities back to their community, school, or work. These guidelines are in the policies and procedures manual for transition homes and the manual for training schools. These manuals are revised once a year. DYS is currently in the process of writing materials especially designed to facilitate the transition process, especially the student handbook and the staff handbook.

When asked to identify the best practices and programs of North Carolina's DYS, several were cited. A community based program, Haven House, in Raleigh, offers numerous programs including camping-out, in-school suspensions, one-on-one treatment, foster parents, and one slot for independent living for a youth leaving a correctional facility. Another program cited was Homesteader, which can serve two youth at a time. Youth return home on extended leave and a counselor provides twenty hours per week treatment in the youth's home for the entire family. Another program cited was Bringing It All Back Home, a professional parenting program emphasizing individualized foster care. Another program cited was the orientation and pre-vocational skills classes in which each youth at the correctional facility are enrolled. In these classes, youth learn how to read newspaper ads, how to perform during job interviews, the correct way to leave a job, and other job skills. Following instruction, they are assessed and then formally apply for a job on campus. Also a list of people in the community who have volunteered to serve as surrogate parents was cited. These volunteers usually visit the facility campus once a week and sometimes take the youth off campus.

Information for this report was provided by officials of the Division of Youth Services in the North Carolina Department of Human Resources.

NORTH DAKOTA

In North Dakota, the Director of Institutions operates juvenile correctional facilities and determines release dates for youth. Community evaluation and treatment services for juveniles and their families, including probation and parole services are provided by the Children and Families Division (CFD) which is part of the Juvenile Correction Program (JCP), a section of the Department of Human Services (DHS). The courts share in the responsibility of providing probation services. Status offenders and delinquents who need more community resources can be committed to the DHS State Youth Authority (SYA) which also provides aftercare services.

Youth in North Dakota can receive either a determinate sentence or an indeterminate commitment, depending upon the discretion of the court. Youth offenders are committed to the co-educational correctional facility directly from juvenile court or through the State Youth Authority. Youth can be committed until they reach the age of 18. Disposition of a youth's case at age 18 depends upon the referring agency. When youth who commit an offense before they are 17 years old reach the age of 18, they are transferred to the adult system.

A permanency planning committee which determines assignments to juvenile correctional facilities is composed of the youth, the parents, representatives from the court, DHS, and the school. As part of the sentencing process, the court worker requests transfer of the youth's school records to the correctional facility. The facility can also request the school record. The

school records are typically received at the correctional facility either before or at the time the youth arrives.

The juvenile correctional facility is part of a special education cooperative, which shares costs and instruction for youth with learning handicaps. If parents do not become involved in a youth's individualized education plan (IEP), volunteer surrogate parents are used.

School enrollment, job training or employment is not a condition of release for youth, and yet youth leaving correctional facilities have a 48 percent employment rate. While at the facility, youth can participate in the Exemplary Youth Program, a competency-based vocational education program that is funded by JTPA. North Dakota has a procedure for notifying the public school that the youth should be enrolling there. Two or three months before leaving the facility, youth participate in a planning meeting. Conference phone calls between the school and the facility are used to plan the school enrollment. Youth also experience a trial placement in the community for a minimum of three weeks before they are released. The school records are typically transferred by the director of education to the home school before the youth leaves the correctional facility.

Aftercare services are provided by SYA in most cases. In the few areas that do not have SYA workers available, aftercare is provided by the courts. The facility's aftercare coordinator arranges placements for youth and works with returnees. The drug and alcohol coordinator works with youth from identification of their problem through treatment. In addition, the drug and alcohol coordinator helps the youth obtain employment. The SYA worker functions as liaison between the correctional facility and the home school. Requirements for supervision by and contact with the SYA worker is individualized and established in each youth's contract. The SYA worker receives monthly reports on youth in custody who have been assigned to correctional facilities or are in trial placements.

Youth who are ready to leave a correctional facility but can not return to their families are placed with other relatives, with foster parents, in independent living arrangements, in residential facilities, or with the Job Corps.

The most commonly used community resources for youth who have been in a correctional facility are: vocational rehabilitation, vocational education, JTPA, school, the family's home, alternative programs, residential programs (such as the Dakota Boys Ranch), and Job Corps .

Existing follow-up studies indicate that most youth are involved with either school or work after leaving juvenile correctional facilities. Around 68 percent are enrolled in school, and 25 to 30 percent have completed their GEDs or are employed. Of the youth completing the Exemplary Youth Program, a study has indicated that 52 percent are employed upon release. Some of the youth who have completed the program are engaged in post secondary education or the Job Corps of JTPA. Recently, 23 of the 76 youth assigned to the juvenile correctional facility were participating in the Exemplary Youth Program. Most of these youth who join are planning to go into independent living arrangements and are planning to seek employment after they leave the facility.

North Dakota is currently experiencing a change in their juvenile justice system and are in the process of developing long range plans. A pilot program will be initiated in the next two years with a goal of providing a more effective continuum of service from the least to the most restrictive. The pilot program will explore the best way to meet the needs of youth by studying alternative programs, such as state facilities, family therapy, the family systems approach, extensive supervision of high risk youth in the community, and the roles of each institution in the mental health and corrections systems.

North Dakota has written guidelines for transition of youth from correctional facilities back to their community school or work. Guidelines exist in both written contracts between the

correctional facility and SYA. Guidelines are also in the operations manual that specifies tasks that are to be performed and a time frame within which they are to be completed. Especially designed to facilitate the transition process is the section of a youth's contract pertaining to independent living skills and requirements that youth attend school on a regular basis.

When asked to identify the best practices and programs offered by North Dakota's juvenile corrections system, several were cited. One was the program offered for drug and alcohol abusers at the North Dakota Industrial School which has received national recognition. Another program cited was the high adventure programming offered in the state parks to build self-esteem of the youth. The third program was the sexual and physical abuse counseling that has been offered at the correctional facility for four years. The fourth program was the family systems approach that has just begun. The fifth program cited was Ydell, a therapeutic group home for 4 to 6 adolescent girls in Grand Forks. The sixth program cited was the Dakota Boys' Ranch in Minot which is a residential facility in a farm setting. The seventh program cited, Home on the Range in Beach, is for boys 13-17 years old and is a complete ranching operation. Another program reported was the Exemplary Youth Program. Through the Exemplary Youth Program, three people at the facility help prepare youth for work. One person performs vocational assessment, another teaches job hunting skills. The third person is a placement counselor who arranges employment for youth who have completed the program. Job sources include the North Dakota Job Service agency and private vendors. In addition any 12th grade graduate of a juvenile correctional facility who has a 2.2 grade point average can write for one of the five tuition and fee waivers available to them at any state university or college in North Dakota. In addition, youth are assisted in obtaining grants and scholarships for continuing their education.

Information for this report was provided by officials of the Juvenile Corrections Programs in the North Dakota Department of Human Services.

OHIO

In Ohio, juvenile correctional programs and juvenile parole/aftercare services are the responsibility of the Department of Youth Services. Juvenile probation services are provided by the county courts.

Juvenile commitments are indeterminate and can extend to the age of 21. However, the minimum commitment is determined, in part, based upon the severity of the youth's offense. For a lesser offense (felony level 3 or 4), youth are committed for a minimum of six months. For more serious offenses (felony level 1 or 2), youth are committed for a minimum of one year. If the offense was homicide, murder or aggravated murder, youth are committed to age 21. If youth reach the age for mandatory release while still incarcerated, they are released without supervision. For this reason, except in cases of homicide, youth are released before they are 21 to ensure a period of community supervision. Youth 15 years old and older who commit felony offenses can be transferred to the adult court.

A procedure exists for transfer of the youth's school records to the juvenile correctional facility. The court provides the name of the school district which shall forward the school records. The court worker requests the transfer of the school records, which are typically received either at the time the youth arrives at the facility or within the first 30 days of incarceration.

For the incarcerated youth with learning handicaps, the educational placement committee holds a staffing to develop the youth's IEP. Attempts are made to obtain the parents' signatures for

placement in a special education classroom. If the parents do not respond, youth with handicaps can be placed in special education classes as an outcome of an impartial due process hearing.

Returning to school, job training or employment is not a release requirement for youth, but is part of the youth's placement planning and usually will be included in the terms and conditions of aftercare. The plan and the parole rules have to be submitted to the court 30 days before the youth leaves the facility. Procedures exist for notifying the public school that the youth should be enrolling upon release. The school records are occasionally transferred before the youth leaves the facility or most often at the time of release or within two weeks after the youth's departure. Three copies of the transcript are distributed to: the regional office, the home school, and the youth. The records are processed by the education staff at the facility.

The youth counselor supervises youth on aftercare and functions as a liaison and broker for the youth in the home community. The community worker's first contact with a youth is within 24 to 48 hours of their release. Frequency of contacts is part of the terms of release and contingent upon needs and community adjustment. The minimum number of contacts are once a week for the first two months, every other week for the next two months, then once a month for the next two months.

For youth who can not return to their families, arrangements are made with other relatives, foster parents, group homes, or in/out of state residential facilities specializing in mental health problems or substance abuse services. A small number of youth are approved for independent living.

The most commonly recommended community resource for youth who have been in a correctional facility are: the public school, mental health, Alcoholics Anonymous, foster care and group homes are also used. Only limited use has been made of vocational rehabilitation, vocational education or JTPA programs due to the difficulty in obtaining placement slots for the youth.

There have not been any statewide follow-up studies on youth leaving juvenile facilities, but one specialized study has been completed in the Cleveland area by the federation for Community Planning.

There was a total revision of Ohio's juvenile justice system in November, 1981. Status offenders and misdemeanants were removed from the system and a major local subsidy program was developed for them. Minimum periods of institutionalization were developed for delinquent youth.

When asked to identify the best practices and programs offered by the Ohio DYS, the nationally-funded OJJDP Paint Creek Youth Center, which is being evaluated by the Rand Corporation was cited. This is a non-secure facility for serious offenders that is located in a rural area.

Information for this report was provided by officials of the Ohio Department of Youth Services.

OKLAHOMA

In Oklahoma, juvenile correctional programs and juvenile parole/aftercare services are the responsibility of the Division of Children and Youth Services (DCYS) which is within a comprehensive social services agency, the Department of Human Services (DHS). Three counties

provide their own juvenile intake probation services. In the remaining counties, juvenile intake and probation services are provided by DHS/DCYS.

Juvenile commitments are indeterminate. Youth can be committed until they reach the age of 18. With court action, DCYS can retain custody in certain cases until youth are 19 years old. When youth reach the age for mandatory release while incarcerated, they are released without supervision; although the court has the power to keep the youth under wardship after the age of 18. Youth who commit violent offenses can be retained in the juvenile system, with court review, until they are 19 years old. This option can be exercised on any youth, but in actual practice, it is only used for those considered dangerous. Youth committing violent offenses can be tried as adults. Youth who are 13 years old and have committed murder or another capital offense must be tried as adults unless their defense attorneys can prove they should be tried as juveniles.

Oklahoma has a procedure for transfer of the youth's school records to the juvenile correctional facility. The social worker requests transfer of the records which are typically received after the youth arrives at the correctional facility.

In Oklahoma a very broad educational assessment is completed on each institutionalized youth and individualized education plans (IEP) are developed. Oklahoma is involving parents in the IEP process. When parents are not involved, officials obtain surrogate parents who volunteer through the school systems.

School enrollment, job training or employment is a release requirement and a condition for parole of youth. There is no procedure for notifying the home school that the youth should be enrolling there. The school record is transferred by the education staff at the facility, typically after the youth leaves and only if requested by the home school.

Parole workers supervise youth on aftercare in all 77 counties. The parole worker functions as a liaison between the correctional facility and the school in the youth's home community. The initial contact between the youth and parole worker is within 24 hours. Youth are generally transported back to their communities by either the institutional worker or their families. Subsequent contacts between the youth and parole worker are based on the youth's level of supervision. The three levels of supervision are maximum which requires as often as daily contact, standard which is once a week, and minimal which is once a month.

Youth who are ready to leave a correctional facility but can not return to their families are generally placed with other relatives or in group homes. Placements are also made in state or privately operated community residential programs. Oklahoma is trying to make greater use of foster parents. Actual independent living is rarely used by youth leaving correctional facilities although most programs emphasize independent skills.

The most commonly used community resources for youth who have been in a correctional facility are: vocational education, mental health, school, the parole program, and contracted programs offered by private agencies.

Oklahoma has completed follow-up studies on recidivism of youth leaving correctional facilities.

Oklahoma has experienced major revisions in its juvenile justice system in the last five years. A lawsuit filed in 1977, led to court orders and a consent decree in 1982, that brought sweeping changes in the statutes in 1983. Of the five changes cited, the most significant was the severe limitation placed on institutionalization. Only violent and dangerous offenders or multiple offenders can be institutionalized. All other youth must be placed in non-secure alternatives or in their own homes. Oklahoma has a geographic proximity requirement in its

statutes. The second change mandated that all correctional programs meet ACA standards. The third change was the creation of a juvenile mental health code. Under this new code, youth are assigned to a mental institution instead of a correctional facility, if the mental institution would better meet the youth's needs. This is a court process based upon expert testimony and a finding of fact. The fourth major change mandated the development of community-based residential treatment which can be contracted, private, or DCYS provided. The fifth change cited was creation of a citizen review board for children in foster care. Each youth's situation is reviewed by the board every six months.

Oklahoma's written guidelines for transition of youth from correctional facilities back to their community, school or work are based on American Correctional Association (ACA) standards and are contained in the state's policies and procedures manual. In addition, the training school's operational manual contains a section on transition from the facility.

When asked to identify the best practices and programs offered by Oklahoma's DCYS, three were cited. The specialized community home program offers professional foster care to youth transitioning out of correctional facilities or assigned there as an alternative to institutionalization. The second program cited was the Tulsa Child and Family Center, a contract group home for state custody of delinquent boys in a rural area. The third program cited was the Rader Treatment Center which includes a fully accredited diagnostic unit.

Information for this report was provided by officials of the Division of Children and Youth Services in the Oklahoma Department of Human Services.

OREGON

In Oregon, juvenile correctional programs and parole/aftercare programs are the responsibility of the Children's Services Division (CSD) which is within a comprehensive social services agency, the Department of Human Resources (DHR). The county courts' juvenile department counselors supervise the youth who are placed on probation. If youth on probation need foster or out-of-home care, they are assigned a state caseworker.

Juvenile commitments are determinate. Courts can commit youth for a length of time not to exceed what an adult would serve for the same offense. Youth can be committed until they reach the age of 21. When youth reach the age for mandatory release while incarcerated, they are released without supervision. Youth who are 15 years old or older and commit certain serious offenses can be remanded to and tried in adult court. At the age of 21, remanded youth are transferred to adult facilities if they have not completed their sentences.

Oregon has a procedure for transfer of the youth's school records to the juvenile correctional facility. The education staff at the correctional facility requests transfer of the school records which are typically received after the youth's arrival.

An individualized education plan (IEP) is developed for incarcerated youth with learning handicaps by an IEP team. If parents are not involved in the IEP process, officials locate volunteers who will serve as surrogate parents.

School enrollment, job training or employment is not a release requirement for youth. Oregon has a procedure for notifying the home school that the youth should be enrolling there. It is the parole officer's responsibility to notify the school. The school records are transferred to the home school by the education department at the training school at the time of the youth's release.

After leaving training schools, youth are supervised by a parole officer. The parole officer's responsibility begins at the time the youth is committed. The parole officer attends the monthly case review meeting at the correctional facility and is responsible for the youth's community planning. After the youth's release, the initial contact will be scheduled by the parole officer. Contact must be monthly at a minimum and frequency of contact declines over a period of time. Parole can be revoked if youth violate their written placement agreements.

Youth who are ready to leave a correctional facility but can not return to their families are placed with foster parents, in group homes, or in youth care center programs. A few youth are placed in state-subsidized independent living arrangements until they have jobs and the skills to survive on their own.

The most commonly used community resources for youth who have been in a correctional facility are: schools, a large network of alternative education programs, contracted services for sexual offenders, and services for drug and alcohol offenders. For youth who are 12 years of age or older, residential youth care centers are used that provide services by contract, including some family counseling. Other resources that are not used as frequently include vocational education, vocational rehabilitation, and mental health.

Oregon completed follow-up studies on youth leaving juvenile correctional facilities five years ago. At that time, they found 10 percent enrolled in public school, with others obtaining employment. In a follow-up study completed in 1987, 17 percent of the youth were enrolled in public school. When combined with the percentage attending alternative schools and enrolled in vocational education programs, 87 percent were involved in an educational program.

Oregon has experienced major revisions in its juvenile justice system in the last five years. Statutes stipulate that youth can not be locked up in adult jails. Another change is a legislative cap on the number of youth in the training schools. The legislature reviews the size of the cap every two years. The number of youth who can be assigned to the largest training school was reduced from 300 to 165, with the reduction to take place over a two-year period (1985-87).

Oregon has some written guidelines, contained in general policy, for the transition of youth from correctional facilities back to their community, school, or work. Juvenile court is to be notified and youth are enrolled in school. Additional materials especially designed to facilitate the transition process may be available from the CSD field office.

When asked to identify the best practices and programs offered by the Oregon CSD, several were cited. One program wasFrontier House, a new alternative school that incorporates family therapy and vocational education combined with public school curriculum. Two other programs cited are offered at Morrison Center in Portland. One program is a day treatment program for serious drug and alcohol offenders and the other program is for sexual offenders.

Information for this report was provided by officials of the Children's Services Division in the Oregon Department of Human Resources.

PENNSYLVANIA

In Pennsylvania, state-operated programs for delinquent juveniles are administered by the Office of State Facilities for Delinquent Youth (OSFDY), which is within a comprehensive social services agency, the Office of Children, Youth and Families. Juvenile probation services are provided by county probation officers. Although aftercare services are primarily the

responsibility of the probation officers, the state facilities develop aftercare plans and begin implementation of these plans prior to releasing the youth.

Juvenile commitments are indeterminate. Youth can be committed for delinquent acts occurring before the age of 18, and can remain in placement until the age of 21. Youth are committed on a court order that must be renewed after four years if release has not occurred. All juvenile commitments are reviewed by the courts at six month and at three month intervals thereafter. Youth who reach the age for mandatory release while incarcerated are released without supervision. The average length of stay for all state-operated programs is less than a year. Pennsylvania has special provisions in its juvenile statutes for sentencing youth who commit violent offenses. Homicide is an adult offense, but youth committing homicides can also be transferred to the juvenile court. Youth can also be certified to stand trial as adults for committing other serious offenses or multiple offenses.

Pennsylvania has a policy for transfer of the youth's school record. The education staff at the treatment facility requests the referring court to send the youth's record prior to placement of the youth at the facility. If the records sent from the facility do not include the educational record, the diagnostic team at the correctional facility requests it after the youth arrives. Education programs at the facilities are either provided through the Intermediate Units of the Department of Education, which are responsible for providing programs and services for youth with special needs, through local school districts, or through private contracts.

Individualized education plan's (IEPs) for youth with handicaps are a part of the Master Care Planning System which is used for each youth in care. Special education classes are provided. If the parents are not involved in the IEP process, surrogate parents are required. A network of volunteer surrogate parents has been developed through the Intermediate Units.

Although school enrollment, job training, or employment is not a release requirement, every effort is made to arrange involvement in one or more of these activities before the youth leaves the treatment facility. Each youth's release summary also contains an aftercare plan. The probation officer is primarily responsible for following through with aftercare plans that have been made for the youth. Pennsylvania has a procedure for notifying the home school that the youth should be enrolling there. When a youth leaves the correctional facility and is enrolling in school, a facility employee generally arranges and attends the youth's pre-placement interview at the school. The initial contact with the school is made with the principal, assistant principal, or guidance counselor. Records, including a report of the youth's educational progress and recommendations concerning the youth's future education, are transferred from the facility to the home school before the youth leaves. Since the majority of the youth end their schooling in the facility, educational plans often focus on GED preparation, pre-vocational or vocational skills, and general life skills.

Probation officers supervise youth following release from placement and are primarily responsible for carrying out aftercare plans. The probation officer is generally involved with the youth from the time the treatment plan is developed, through the youth's release. The probation officer makes recommendations about the length and requirements of probation, which are usually established at the release hearing. Both the probation officer and staff at the treatment facility function as liaisons between the facility and the home school.

Youth who are ready to leave a correctional facility but can not return to their home are placed with other relatives, foster parents, or in independent living arrangements. Placement with other relatives is used only after a home study and counseling with family members. When youth are placed with relatives, sometimes the relatives are made the legal guardians of the youth at the time of release.

The most commonly used community resources for youth who have been in treatment facilities are: probationary supervision, supervised independent living programs, short-term job training programs, jobs, private vocational schools, JTPA, training programs and other community services. Approximately 20 percent of the youth in care return to public school following release.

Pennsylvania has conducted no statewide follow-up studies on youth; however, a management information system is currently being developed that will produce statistics on recidivism. Small scale follow-up studies have been completed by individual facilities and other agencies. They have found that a fairly low percentage of youth return to public school, more enroll in job training programs or obtain employment. One non-secure residential facility's study revealed the following information: 139 youth were admitted in 1986; youth had an average of 3.4 prior court appearances and had committed approximately four prior offenses; the average IQ was 86; 78 out of 97 returned to their family's homes following release and were provided community support services; 15 were placed in other residential or community-based programs when they left the facility; and four were returned to court due to failure to adjust.

Major revisions in Pennsylvania's juvenile justice system include the implementation of P.L. 94-142 requirements for the education of all handicapped children. Title 42, Judiciary and Judicial Procedure, of the Pennsylvania Consolidated Statutes, was also amended to provide criteria for identifying "dangerous juvenile offenders" and established new tracking and monitoring systems for the youth so designated.

Pennsylvania has written guidelines for transition of youth from correctional facilities. The Master Case Planning Contract must address transitional needs and aftercare.

When asked to identify the best practices and programs offered by Pennsylvania's OSFDY, several were cited. One of the programs cited was the Restitution Program at the New Castle Youth Development Center, which involves youth in the manufacture of picnic tables and other paid work experience programs. A portion of the youth's earnings are directed toward restitution. Another program cited was the Community Reintegration Project at the North Central Secure Treatment Unit which provides overnight family visits, intense experiential education in community living, development of pre-vocational skills, and paid work experience programs in specialized skills areas. The third program cited was the Bensalem Youth Development Center's Prerelease Program which teaches daily living skills in preparation for a youth's return to the community. Also cited was Youth Forestry Camp #2's privately contracted aftercare service which provides up to one year of aftercare supervision, counseling, and assistance following release from the Camp. In Pennsylvania, the state-operated system of programs for delinquent offenders also offers innovative programs for: drug and alcohol abusers, sexual offenders, firestarters, borderline retarded youth and for emotionally disturbed youth who do not meet the criteria for placement in a mental health facility. In addition, the majority of the facilities have prerelease programs that include topics such as: life skills, community living, sexual awareness, dealing with old friends, and pre-employment skills. Court approval must be obtained for prerelease community visits and for all releases. A youth may have one or more prerelease visits, which can last from 1-7 days, with counseling after each visit.

Information for this report was provided by officials of the Office of State Facilities for Delinquent Youth in the Pennsylvania Office of Children, Youth and Families.

RHODE ISLAND

In Rhode Island, juvenile correctional programs, juvenile aftercare/parole services, and juvenile probation services are the responsibility of the Division of Juvenile Correctional Services (DJCS) which is within the Department for Children and Their Families (DCF). Youth on probation in their own communities are supervised by the court's probation officers. Youth who have been sentenced to the juvenile correctional facility can receive probation services from the facilities probation unit upon release.

Some juvenile commitments are determinate, others are not, depending upon the severity of the offense committed and the youth's history. Youth can be committed until they reach the age of 21. When youth reach the age for mandatory release, they do not receive aftercare supervision. If youth are 16 years of age and commit violent offenses, the attorney general's office ask for a waiver so the youth can be tried as an adult.

Rhode Island has a procedure for transfer of the youth's school records within a specified time frame to the juvenile correctional facility. The clinical social worker at the facility is responsible for obtaining the parent's signature on the release form authorizing transfer of school records. The facility's school social worker who functions as a liaison between the facility school and the home school requests transfer of records from the home school. The school records are typically received after the youth arrives.

The facility schools are certified to provide special education to the youth and follow the dictates of P.L. 94-142. Parents are invited to attend the IEP meeting and their signature is required before the youth's special education classes can begin. For youth without parents available, surrogate parents who are trained by the state department of education, act as the parents in the IEP process.

School enrollment, job training, or employment is a release requirement for youth. The discharge planning begins on the day they arrive at the correctional facility so long-range plans can be made as the treatment plan is developed. All youth under 16 years old and some older youth (those who are identified as needing special education) are required to attend school after leaving the facility. If the youth will be completing a GED, release plans frequently include college or vocational school. Rhode Island has a procedure for notifying the home school that the youth should be enrolling there. Generally a month before the end of the youth's sentence, the clinical social worker and the school social worker confer about the youth's plans. School records are generally transferred by the Department of Correctional Service's school social worker after the youth leaves the facility.

Three possibilities exists for supervision of youth on aftercare. If they are on probation and in the state's custody, they are supervised by a probation officer. They could also be supervised by a social worker from the DCF Direct Services Division (DSD) which is separate from juvenile corrections. Except for youth who are not supervised, either the direct services worker or the probation worker functions as liaison between the correctional facility and the home school. Requirements for contact between the youth and the probation officer or direct services worker depend upon which one will be providing supervision of the youth. Probation officers visit the facility before the youth is released, set up conditions of release and have the youth sign the probation contract. Direct services workers visit the youth's home and place of employment, but do not sign contracts with youth regarding terms of probation.

Youth who are ready to leave a correctional facility but can not return to their families are placed with foster parents, in group homes, in residential treatment facilities or in semi-independent living arrangements that are subsidized by the state.

The most commonly used community resources for youth who have been in a correctional facility are: vocational education, school, substance abuse self-help groups, sex offender counseling group homes, residential treatment facilities, and foster homes.

Rhode Island has just begun to conduct follow-up studies on the recidivism rate of youth leaving juvenile facilities.

Following a class action suit, Rhode Island has been under federal court orders and has developed a very extensive, highly specific manual covering all aspects of the youth's treatment, including intake, discipline, showers, forms, and physical and dental examinations within the first 24 hours. Written guidelines for transition of youth are covered in the discharge planning section of the manual.

When asked to identify the best practices and programs offered by Rhode Island's DCJS, two were cited. One of the programs cited was the Rhode Island Training School. They offer a variety of programs including: sexually-transmitted diseases; multi-substance abuse; aggressive offender; adjudicated sex offenders; family counseling; and vocational training. The other program cited was Ocean Tides, which is offered by a religious organization and emphasizes schooling, counseling, aftercare, and family and drug abuse counseling.

Information for this report was provided by officials of the Division of Juvenile Correctional Services in the Rhode Island Department for Children and Their Families.

SOUTH CAROLINA

In South Carolina, juvenile correctional programs, juvenile probation services and juvenile parole/aftercare services are the responsibility of the Department of Youth Services (DYS).

If youth are sentenced through the family court, they receive indeterminate sentences unless they are sentenced for being in contempt of court. Initially, youth are committed indeterminately or until they are 17. Jurisdiction over the youth can continue until the youth is 21 if the youth committed the offense prior to their 17th birthday. Supervision is not required for the few youth who reach the age for mandatory release while incarcerated. Another law specifies that family court youth can be transferred to the adult system when they are 19 years old, but this is usually not done. If youth have committed a heinous crime, are 19 years old and still not ready for release, they are transferred to an adult correctional facility until they are 21. Youth of any age can be waived to adult court if they commit a crime that would be considered a capital crime if committed by an adult. They would be tried and sentenced as adults but would be assigned to juvenile facilities until they are 17 or 18 years old, then would complete their sentences in the adult system. Youth who are 14 years old, habitual offenders, and not amenable to treatment in the juvenile system, can also be tried and sentenced as adults.

South Carolina has a procedure for transfer of the youth's school records to the juvenile correctional facility. After youth arrive at the facility, records are requested by the facility school counselor. If the youth has previously been placed on probation, the school records might be attached to the youth's court summary. Most records are received after youth arrive at the facility. Youth do not start attending the facility school until two or three days after they arrive.

Youth with learning handicaps are reviewed by an individualized education plan (IEP) team and are taught in a self-contained classroom by the special education staff. Parents are invited to participate in the IEP process.

Clients may be released unconditionally or conditionally from an institution. School enrollment, job training or employment are release conditions for youth. Youth under the age of 17 are required to attend school unless they have completed their GEDs. They are eligible to work on their GEDs if they are sentenced to DYS and are 16 years or older. DYS juvenile examiners consult with counselors about the youth and present their cases to the juvenile parole board. Two of the three parole board panel members or the majority of the full board must approve for a youth to be released. Every youth is considered for parole quarterly. Some are conditionally released to enter the Job Corps or enlist in the armed services. South Carolina has a procedure for notifying the public school that the youth should be enrolling there. Typically, the field counselor in a youth's hometown notifies the school. When the educational staff at the facility has determined where the youth will be attending school, they then mail the records to the school after the youth leaves the facility. A new position of external advocate has been created with responsibility for youth throughout the state. The advocate makes sure that after leaving correctional facilities, youth are enrolled in school and in the proper classification. The advocate is also responsible for compliance with P.L. 94-142.

Field counselors supervise youth on aftercare and function as liaisons between the correctional facility and the school in the youth's home community. The initial contact between the youth and the field counselor is within the first week after the youth is released. Subsequent contacts are based on a risk and needs scale; some are weekly, some are daily.

Youth who are ready to leave a correctional facility and are previous clients of the Department for Social Services (DSS) and can not return to their families are placed by the DSS rather than DYS. DSS attempts to find foster homes for youth, primarily with a family member. Youth are also placed in out-of-state facilities.

The most commonly used community resources for youth who have been in a correctional facility are: vocational rehabilitation, vocational education, mental health, alcohol and drug abuse, JTPA, and school.

DYS is currently conducting follow-up studies to determine recidivism rates. Current recidivism rates are 40 percent for intake re-referral rates, 49 percent for probationers referred to court, and 22 percent for recommitment to institutions.

There are written guidelines for transition of youth from juvenile facilities back to the community. Printed materials especially designed to facilitate the transition process are contained in client handbooks and in a small section of the institution's policy and procedures manual.

When asked to identify the best practices and programs offered by South Carolina's DYS, five were cited. One program offered by the community and correctional facilities was their life skills/social skills model. The second program cited was the DYS statewide restitution program selected by OJJDP as one of five exemplary projects throughout the nation. Another program cited was the pet therapy program which teaches youth how to groom, train, and care for animals. Also cited, was the substance abuse program which has been recognized by the American Correctional Association. Also, DYS has an innovative sex offender program. Some strong community programs include the Beaufort and Charleston Marine Institutes. At Beaufort, youth live in a facility, work on their GEDs and work on boats. Charlestown Marine Institute, a day treatment

program, is similar to the Beaufort Marine Institute.

Information for this report was provided by officials of the South Carolina Department of Youth Services.

SOUTH DAKOTA

In South Dakota, juvenile correctional services are the responsibility of the Board of Charities and Corrections (BCC). Juvenile parole/aftercare services are provided by the BCC Office of Correctional Services. Juvenile probation services are the responsibility of the probation department of the Unified Judicial System's Court Services Department.

Juvenile commitments are indeterminate. Youth can be committed until they reach the age of 18, however, they may be held until they are 21. Thus far, no South Dakota youth has reached the age for mandatory release while incarcerated. Generally, youth are paroled by the time they are 18. Youth who commit violent offenses can be waived to the adult court when they are 12 years old.

South Dakota's procedure for transfer of the youth's school records to the juvenile correctional facility is that the education staff at the facility requests the transfer of the records and then they typically received two week after the youth arrives.

Incarcerated youth with learning handicaps have individualized education plans (IEP) that are prepared by an IEP team. Psychological examinations are performed. Chapter I is used and the special education staff provides instruction in reading and math.

School enrollment, job training, or employment is a release requirement for youth. Youth go on a five-day furlough prior to release to make arrangements for school or employment. In South Dakota, the public school is notified that the youth should be enrolling by the parole officer who makes the arrangements for enrollment before the youth leaves the facility.

Parole officers supervise youth on aftercare/parole and function as a liaison between the correctional facility and the school in the youth's home community. The youth and the parole officer's initial contact is within 24 hours after the youth leaves the facility. Subsequent contacts vary depending upon individuals. South Dakota also has a liaison officer for the parole officers. The liaison officer is responsible for the entire state and carries out interstate agreements.

Youth who are ready to leave a correctional facility but can not return to their families are placed with other relatives, with foster parents, in group homes, or in halfway houses. Youth are seldom placed in independent living arrangements and it is only done at the parole officer's discretion.

The most commonly used community resources for youth who have been in a correctional facility are: vocational-technical schools, JTPA, school, Job Corps, and college.

Follow-up studies on youth leaving juvenile facilities indicate a recidivism rate of 22 percent. Seventy-five percent of the youth return to school or obtain work. The follow-up studies were based on parole officers' reports.

Written guidelines on transition of youth from correctional facilities back to their community, school, or work are contained in the state policies and procedures manual. In

addition, printed materials especially designed to facilitate transition are contained in the correctional facility's policy and procedures handbook.

When asked to identify the best practices and programs offered by South Dakota's BCC, program cited was offered by Lincoln High School, a 110-bed, co-ed juvenile correctional facility. Delinquent youth assigned to the facility go on camping trips in the Black Hills, prepare the 4-H camp for 4-H campers, and experience interaction with the community through work assignments that provide important services.

Information for this report was provided by officials of the South Dakota Board of Charities and Corrections.

TENNESSEE

In Tennessee, juvenile correctional programs are the responsibility of the Division of Youth Services in the Department of Correction (DOC). Juvenile parole/aftercare services and juvenile probation services are provided by the probation unit in the Division of Youth Services except in four major metropolitan counties which provide all of their own probationary services. The Division of Youth Services also operates institutional programs, foster homes, therapeutic foster care, and group homes as well as contracting for services and administering grants for community-based programs.

Tennessee has both determinate and indeterminate commitments for youth. Determinate sentences may be given to juveniles who meet criteria established by statute, including very serious offenses. If the offense is committed prior to the youth's 18th birthday, the youth can be sentenced until the age of 21 on a determinate sentence. Youth committed on indeterminate sentences must be released at the age of 19. If youth reach the age for mandatory release while incarcerated, they are released without supervision. If youth are adjudicated for a Class X felony or three previous felony offenses, one resulting in institutionalization, or are within 6 months of their 19th birthday at time of adjudication, they can receive a determinate sentence. For youth who commit serious offenses, after a petition is filed alleging delinquency, the juvenile court can transfer the case to criminal court after a transfer hearing. There are two provisions: one involves transfer to adult court to be tried as an adult if the juvenile is below the age of 16, but older than 14, and has committed a crime such as murder or rape; the other provision applies to youth 16 or older who may be transferred to criminal court for any delinquent offense.

There is a procedure for transfer of the youth's school records to the juvenile correctional facility. Generally the school records are received within one week after the youth arrives at the correctional facility. For most of the state, the probation officer with DOC requests transfer of the records. In the four major metropolitan areas, the aftercare counselor requests transfer of school records.

For incarcerated youth with learning handicaps, parents are invited to participate in the individual education plan process. If the youth has a learning disability, the IEP is written by the treatment team. If the youth is mentally retarded, the IEP is written jointly by the Department of Mental Health/Mental Retardation and the Department of Correction.

School enrollment, job training or employment is a release requirement for youth. When youth leave a facility, the institutional counselor sends their school records to their aftercare counselor who in turn forwards the documents to the school in the youth's home community. The records are transferred from the facility at the time of release.

Youth who are on aftercare are supervised by an aftercare counselor who is employed by the Department of Correction. The aftercare counselor also functions as a liaison between the correctional facility and the school in the youth's home community. The initial contact between the youth and the aftercare counselor is within 24 hours of the youth's release from a facility. During the first month, all youth receive close supervision and are in weekly contact with their aftercare counselors. Lower levels of supervision (medium and minimum) are determined by the counselor.

Youth who are ready to leave a correctional facility but can not return to their families are placed with other relatives or foster parents, or may go into the armed services. A few youth who are 18 or 19 years old may begin independent living skills programs.

The most commonly used community resources for youth who have been in a correctional facility are: public schools, local mental health centers, the Job Corps, local private service providers and vocational rehabilitation.

Tennessee started doing follow-up studies on youth leaving juvenile facilities in March, 1987, and has plans to use computer analysis of all data on juvenile offenders.

Major revisions in Tennessee's juvenile justice system include the addition of determinate sentencing in 1985. Previously, all commitments were indeterminate. Another revision allows the juvenile court to commit those in need of mental health treatment to the Department of Mental Health/Mental Retardation. These youth are certified by a psychiatrist. Another recent change was the establishment of the Interdepartmental Case Management and Assessment (ICMA). The court can request interdepartmental assessment of the youth by: the Department of Mental Health, the local school system, the local court youth services worker, the local public health department, Department of Human Services, and the Department of Correction team to recommend placement of the youth. The court can also order interdepartmental management of the youth's case after adjudication.

Written guidelines for transition of youth from correctional facilities back to their community, school or work are contained in Tennessee's policies for aftercare workers.

When asked to identify the best practices and programs offered by the Tennessee DYS, two programs were cited. One was the Wilder Youth Center and its group home program. The second program cited was a community-based service consisting of intensive individual and family treatment as an alternative to incarceration.

Information for this report was provided by officials of the Division of Youth Services in the Tennessee Department of Corrections.

TEXAS

In Texas, juvenile correctional facilities and juvenile parole/aftercare services are the responsibility of the Texas Youth Commission (TYC). Juvenile probation services are provided by the county juvenile probation departments.

Juvenile commitments are indeterminate. Youth are only kept until they are 18. Youth are committed to the juvenile system only if they are between the ages of 10 and 16 when they commit the crime; however they can still be admitted if they are 17 years old. If youth reach the age for mandatory release while incarcerated, they are released without supervision. Most are

released at 18 years of age. Youth who have committed violent offenses and have not served the required minimum length of stay by age 18, can have their commitments extended until age 21. Youth who commit violent offenses such as capital murder, murder or voluntary manslaughter must be committed for a minimum of two years. A minimum of one year is required for other violent offenders; a minimum of six months is required for repeat offenders and youth who have violated parole.

After youth are committed, central classification requests transfer of their school records. Youth remain at central classification for approximately two weeks. If the facility does not have the records by the time youth arrive, the correctional facility personnel request the records. In a few cases, the records accompany the youth to the facility.

State and federal special education guidelines are followed for youth who have learning handicaps. An individual education plan (IEP) team develops the youth's educational program. If parents are not involved in the IEP process, surrogate parents are used.

School enrollment, job training, or employment is a condition of release for youth. Plans for the future are detailed in the youth's parole contract. Texas has a procedure for notifying the home school that the youth should be enrolling there. The school records are then transferred upon receipt of a request from the home school.

The parole officer supervises youth on aftercare/parole and functions as a liaison between the correctional facility and the home school. The parole officer is a social worker whose major role is as a broker of services, such as job referrals. The initial contact between the youth and the parole officer occurs within 48 hours of the youth's release. This meeting is to discuss the parole rules by the parole officer and the youth. Parole officers use the level system for subsequent contacts: as the youth moves up the level, contacts are less frequent. Each parole officer has approximately 40 youth to supervise.

The most commonly used community resources for youth who have been in a correctional facility are: vocational rehabilitation, vocational education, mental health, school and Job Corps.

If youth exiting correctional facilities can not return to their families, the first choice would be to place them in foster homes and the second would be group homes. Occasionally youth are placed with other relatives and a very few are placed in independent living arrangements operated by non-profit organizations. If youth are 17 years old, the choices are: subsidized independent living, foster homes, relatives, or the armed services. Youth could be placed in halfway houses or group homes; these placements are primarily used for less serious offenders.

Texas has completed a report entitled, "Review of Recidivism Rates and Predictors for Juveniles Released by the Texas Youth Commission". This follow-up study on recidivism for youth released into the community by parole or agency discharge indicates that 36 percent are reincarcerated into the Texas Youth Commission or Texas Department of Corrections within 3 years.

During the last five years, a major revision of Texas' juvenile justice system made it possible for youth to be committed until they are 21 years old.

Written guidelines for transition of youth from correctional facilities back to their community, school, or work can be found in parole plans, general operations, policies, and tracking of case progress. Some of these guidelines describe what is needed by the youth and indicates who provides what services for the youth. Rules, policies and procedures especially designed to facilitate the transition process are currently in the revision and prepublication stage.

Two student handbooks, one for residential facilities, the other for parole services, are also being revised.

When asked to identify the best practices and programs offered by Texas' TYC, several programs designed to transition youth into independent living were cited. In one of these transition programs, youth go from facilities to halfway houses, then into independent living. Another transition program, independent living training, is provided in the community through contracts with private vendors. These programs are available in urban and rural areas. Another program mentioned was the Lena Pope Program which assists youth in the progression from a structured residential program, through a preparation for independent living, and into independent living.

Information for this report was provided by officials of the Texas Youth Commission.

UTAH

In Utah, juvenile correctional programs and juvenile aftercare/parole are the responsibility of the Division of Youth Corrections (DYC) which is within a comprehensive social services agency, the Department of Social Services (DSS). Juvenile probation services are provided by the juvenile courts.

Juvenile commitments are indeterminate. Youth can be committed until they reach the age of 21. Supervision is not provided for youth who reach the age for mandatory release. There are special provisions in Utah's juvenile statutes for sentencing youth who commit serious or violent offenses or are chronic offenders who are not amenable to treatment in the juvenile system.

There is a procedure for transfer of the youth's school records to the juvenile correctional facility. The facility's school program is under the jurisdiction of the local school district. The education staff at the facility request the youth's school records which are typically received after the youth arrives at the correctional facility and only if requested.

For incarcerated youth with learning handicaps, a student education plan is prepared. The signature of the parent, guardian, probation officer, or parole officer is required on the youth's student education plan. All youth have individualized programs and attend school year-around. While assigned to the correctional facility, youth attend vocational classes, are tested for vocational aptitudes, and learn job seeking and other employment skills.

School enrollment, job training or employment is a release requirement for youth seeking parole. Some of the youth who are 16 or 17 go to work instead of school when they leave the correctional facility. After a youth's release plan is completed, the public school is notified that the youth should be enrolling through a personal contact by either the parole officer or a teacher at the facility. The school records are transferred to the public school by the education staff at the facility immediately after the youth leaves.

The DYC case manager, or parole officer, supervises youth on aftercare and functions as a liaison between the correctional facility and the home school. Requirements for contact with a community worker vary with the individuals and can be as often as once a day. The requirements are established before and during the youth's parole hearing.

Youth who are ready to leave a correctional facility but can not return to their families are placed with other relatives, with foster parents, in independent living arrangements, or in other community programs.

The most commonly used community resources for youth who have been in a correctional facility are: schools, vocational education, proctors, and trackers. Proctors are generally college students or married couples who take a youth into their home for several months. Trackers are usually employed by private providers and are paid a small salary for making contact at least once a day with a youth. Trackers counsel and advocate for youth in addition to serving as troubleshooters for DYC.

Utah's follow-up studies focus on recidivism and on the number of youth going into the adult system or back into juvenile facilities.

Utah has experienced major revisions in its juvenile justice system in the last five years. In 1981, DYC became a separate division. The population at the secure facility was reduced from 350 to 60. An institutional and community program was established in which the majority of the youth are now in community placements. When youth are committed, the judge has three options: placement in community programs, observation and assessment, or secure confinement. Youth who are placed in community programs are committed to DYC; however, the court retains jurisdiction, requires reports on the youth, and releases the youth. If youth are placed in secure confinement, DYC has jurisdiction and the parole board releases the youth. Many of the youth are assigned to observation and assessment for 90 days before the court decides on placement of the youth. Many of the youth return home or are assigned to community programs. Some are assigned to secure confinement if they have committed a new offense.

When asked to identify the best practices and programs offered by Utah's DYC, the entire system was cited and then six programs were specifically identified. One was the community programs for which Utah has received recognition. The second program cited, a group home in Ogden, called the Paramount Project, addresses the needs of youth transitioning out of facilities. The third program, which is offered in both Ogden and Salt Lake City, assigns staff from the facility to provide intensive supervision after the youth leaves the facility. The fourth program, Heritage Youth Services in Spanish Fork, provides a group home for boys and some individual placements. The fifth program, Odyssey in Salt Lake City, started as a drug treatment program for heroin addicts. The sixth program consists of two group homes affiliated with Weber State College where students in the community service department work in the program.

Information for this report was provided by officials of the Division of Youth Corrections in the Utah Department of Social Services.

VERMONT

In Vermont, juvenile correctional programs are the responsibility of the Agency of Human Services (AHS) which is within a comprehensive social services agency, the Department of Social and Rehabilitative Services (DSRS). Juvenile parole aftercare services and juvenile probation services are provided by DSRS's Division of Juvenile Correctional Services. The social services case worker or social worker supervises youth who are placed on probation.

Juvenile commitments are indeterminate. Youth can be committed until they reach the age of 17. If youth reach the age for mandatory release while incarcerated, they are released without supervision. When they are 18, they can no longer remain in state custody; if they are

enrolled in educational programs the state can fund some additional services. Legislation was passed to prosecute youth as young as age 10 as adults if they have committed any of 11 serious crimes. These youth are housed in juvenile facilities until they are 16 years old, then they are transferred to adult facilities.

Vermont is currently developing a policy for transfer of the youth's school records to the juvenile correctional facility. If the youth has been committed for a short term for detention and evaluation, the education staff at the facility calls the case worker and requests the school records. If the youth have been assigned to the facility for as much as 9 months for long term treatment, the facility must receive a complete package of records on the youth from the case worker before the youth is admitted to the facility.

At least 75 percent of the youth in Vermont's juvenile correctional facilities are provided special education class. When the youth's individualized education plan (IEP) is being developed, parents are notified. If the parents are not involved, a surrogate parent participates. The court appoints a guardian *ad litem* for each youth.

School enrollment, job training, or employment is not a release requirement for youth. If youth disregard requirements in their transition plans, such as attending sexual offender self-help group meetings, they can be sent back to the correctional facility for additional treatment. There is no policy regarding notifying the public school that the youth should be enrolling there, although sometimes the case workers do notify the home schools. The provider of care in the group home or the parents enroll the youth in school. The school records are typically transferred from the facility either before or at the time the youth leaves. For a youth assigned to the facility for a short term, the education staff at the facility transfers the records to the case worker who then forwards them to the school. For a youth assigned to the facility for a long term, the education staff transfers the records to the school. After being assigned to a correctional facility for 9 months, youth proceed to the next level of care. Younger children go back to their home schools and most are enrolled in special education classes. Older youth proceed to employment and vocational classes.

The community social worker supervises youth on aftercare and function as a liaison between the correctional facility and the school in the youth's home community. If the youth has a problem at school, an education staff member at the facility visits the school to help work out the problem. The initial contact between the youth and social worker will be within seven days after the youth is released from the correctional facility. Subsequent contacts are determined prior to the youth's release. If youth are high risk cases, a risk and needs scale is used to determine the frequency of contacts. If the youth are assigned to a residential facility after leaving the correctional facility, the releasing facility helps the receiving facility with contacts by telephone, or visits to assist with the youth's problems.

Placement of youth who are ready to leave a correctional facility but can not return to their families include foster care, group residences, and other relatives. Vermont offers some specialized programs, such as, professional foster parents. Pre-independent and independent living placements are available for older youth.

The most commonly used community resources for youth who have been in a correctional facility are: mental health, school and casework services provided by social services, and jobs. In addition, day services are available in the urban county where the correctional facility is located. Youth are also placed in residential facilities providing foster or group care. Some of the group residences operate their own private schools.

Vermont has started a long term follow-up study in January, 1987, of youth leaving juvenile correctional facilities. Formal tracking of youth who have left correctional facilities

will be conducted at three, six, and nine month intervals. The data will be examined for the effects of factors such as different living arrangements or employment. Woodside completed an informal study on youth who stayed at that facility for more than 60 days and found lower recidivism rates than anticipated.

Vermont has experienced major revisions in its juvenile justice system in the last five years. One was the creation of the Woodside Secure Rehabilitation Facility. Previously, Vermont had an insufficient number of beds in the secure detention facility and a youth who had committed serious offenses was released after a short term incarceration. Woodside has two separate wings, one with 16 short-term beds and the other with 14 long-term beds. Youth as young as 10 years old who have been sentenced as adults can be treated at Woodside.

Vermont's policy and procedures manual contains a section on transitional services for youth who are returning to the community, school or work after being in a correctional facility.

When asked to identify the best practices and programs offered by Vermont's AHS, the Woodside facility, was cited.

Information for this report was provided by officials of the Agency of Human Services in the Department of Social and Rehabilitative Services.

VIRGINIA

In Virginia, juvenile correctional programs, juvenile parole/aftercare services, and juvenile probation services are the responsibility of the Division of Youth Services (DYS) in the Department of Corrections (DOC). Youth who are placed on probation are supervised by probation officers employed by Juvenile Court Services unless the judge designates social services to supervise the youth.

Youth can be committed until they reach the age of 18. If they are 18 at the time of the crime they are automatically transferred to circuit court. Even though they are committed to youth services, if the crime occurred prior to their 18th birthday, they can be held until age 21. At that time if they are still incarcerated, they are released without supervision. Most of the youth go on aftercare because very few receive direct discharges.

There are procedures for transfer of the youth's school records to the juvenile correctional facility. When the youth has been committed to state care, the court sends the records to the reception and diagnostic center to which the youth is assigned for the first three weeks prior to placement at a correctional facility. If the records are not received from the court, they are requested by the reception and diagnostic center. The school records are typically received during the three weeks the youth is at the reception center.

While the youth is at the reception and diagnostic center, the treatment team decides if the youth needs special education and follows the youth's progress. When the youth leaves, the court worker picks up this responsibility. When the youth's parents are interested, they are involved in planning the individual education program.

School enrollment, job training, or employment is not a mandatory release requirement for youth. For youth who are leaving a facility and going back to a public school, the aftercare counselor in the court service unit notifies the school that the youth should be enrolling there. Before a youth leaves the facility, the school records go to the court service unit which sends the

records to the school. The institutional counselor at the facility is responsible for transferring the records from the facility to the school.

All of Virginia's juvenile courts have court service units. The aftercare counselor with this unit supervises the youth on aftercare or parole and acts as a liaison between the correctional facility and the school in the youth's home community. Currently, the requirements for supervision by and contact with an aftercare counselor depend upon the judge. The judge may require that a contract be signed right after the youth is released from the facility. In other cases, the youth may be required to make an appointment for the first contact then schedule monthly appointments afterward. The contract is generally signed within the first 30 days after the youth is released.

If youth are ready to leave a correctional facility but can not return to their families, they are placed with other relatives or with foster parents. Virginia has been developing a new aftercare procedure. Four state-run group homes will be entirely for aftercare. Other provisions include some independent living group homes with, in some cases, assistance for the youth in finding a job and a place to live.

The commonly used community resources for youth who have been in a correctional facility are: vocational rehabilitation, mental health, public school, job training programs, including JTPA, and social services programs.

Virginia has not completed any follow-up studies on youth leaving juvenile facilities, but officials do get monthly reports on recidivism. If youth are returning to a facility, it is noted in the report.

When asked to identify the best practices and programs offered by the Virginia DYS, the current revision of aftercare guidelines, including their goal of providing statewide uniformity in aftercare was cited. Three programs were also cited. Virginia Emergency Care in Richmond, Virginia is mainly for status offenders, but is also used for youth in need. The Fairfax County Service Unit, a part of the county juvenile court, provides law-related education. The third program cited was Oakridge Youth Learning Center, which is a small, 40-bed institution that handles special cases such as emotionally disturbed and learning handicapped youth.

Information for this report was provided by officials of the Division of Youth Services in the Virginia Department of Corrections.

WASHINGTON

In Washington, juvenile correctional programs and juvenile parole/aftercare services are the responsibility of the Division of Juvenile Rehabilitation (DJR) which is within a comprehensive social services agency, the Department of Social and Health Services (DSHS). Juvenile probation services are provided by the county courts.

Juvenile commitments are determinate. Youth can be committed until they reach the age of 21, but for the commitment to go past the youth's 18th birthday, it must be extended by the court. If youth reach the age of mandatory release while incarcerated, they do not receive aftercare supervision. Currently, 60 percent of Washington's incarcerated youth are placed on parole and 40 percent are discharged when they leave correctional facilities. Youth over the age of 16 can be tried as adults following a declination hearing in juvenile court.

Washington has a procedure for transfer of the youth's education records to the juvenile correctional facility. Diagnostic personnel in the field who are assigned to various locales request the transfer of the school records which are typically received when the youth arrives at the correctional facility.

An individualized education plan (IEP) is developed for each youth with learning handicaps. Parents are invited to become involved in the IEP process.

School enrollment, job training or employment is not a release requirement; these are conditions of parole. Release will not be delayed if the plans have not been completed. There is a policy and procedure for notifying the public school that a youth leaving the facility should be enrolling. The school records are typically transferred from the facility to the school after the youth departs. Although the principal is responsible for records transfer, actual transfer is completed by a DJR staff person since DJR provides clerical support staff for the facility schools.

Juvenile rehabilitation counselors supervise youth on aftercare. The counselor also functions as a liaison between the correctional facility and the home school. The initial contact between the youth and the parole counselor is within 24 hours of release. Subsequent contacts depend upon risk assessment and the conditions of parole that are established before release.

Youth who are ready to leave a correctional facility but can not return to their families are placed with other relatives, with foster parents, or in group homes. In addition, Washington has two boarding home contracts for youth who are over the age of 18. Correctional facility personnel work with field parole workers and social workers to place the youth.

The most commonly used community resources for youth who have been in a correctional facility are: school, drug and alcohol self-help groups, alternative education, parole supervision, and contracted services. In addition, employment services provide subsidized employment, job training, and assistance in seeking jobs.

Washington has completed follow-up studies on youth leaving juvenile correctional facilities, including studies on the percentage of youth returning to school.

In their policies manual, DJR has written guidelines for transition of youth from correctional facilities back to their community, school, or work.

When asked to identify the best practices and programs offered by Washington's DJR, two were cited. The first program cited was its NET program which provides education transitional services for youth leaving juvenile correctional facilities. The second program cited was Consolidated Juvenile Services funding which was granted to counties on an at-risk-basis to provide services for offenders. Services can include preventative services, alternatives to incarceration, and transitioning from a correctional facility.

Information for this report was provided by officials of the Division of Juvenile Rehabilitation in the Washington Department of Social and Health Services.

WEST VIRGINIA

In West Virginia, juvenile institutional correctional programs are the responsibility of the Department of Corrections. Juvenile parole/aftercare is considered probation and is a shared responsibility of the Supreme Court of Appeals and the Department of Human Services. Aftercare

planning is the responsibility of the Department of Corrections. Juvenile probation services are the responsibility of the Department of Human Services and the Judicial Circuits utilizing employees of the Supreme Court of Appeals.

Juvenile commitments are indeterminate. Youth's commitments can continue to age 20 if youth are 16 years old when they commit the crimes. If youth reach the age for mandatory release while incarcerated, the committing court determines whether or not they are supervised. Youth who commit violent offenses may be transferred to adult jurisdiction. They receive adult sentences but serve their time in juvenile facilities until they are 18 years old. At that time, they return to court and the court can modify the sentence in the following ways: to an adult criminal institution, to a youthful offender institution, or release on probation. The court holds the original sentence in abeyance during the time that the youth has been in a youthful offender institution. If the youth encounters problems, the court can reimpose the original sentence. Generally, the original sentence is set aside and the youth is committed to the youthful offender institution from six months up to two years.

West Virginia has a procedure for transfer of the youth's school records to the juvenile correctional facility. The education staff at the facility requests the transfer and the records are typically received after the youth arrives at the facility.

For the incarcerated youth with learning handicaps, the youth's individual education plan is planned with parent involvement where possible. Parents are notified and if they do not participate, then surrogate parents are designated.

Youth who are leaving a facility must have a plan in place, but it will not be required that they be returning to school, job training or a job before they are released from a juvenile facility. Forty-five days before the youth is released, an aftercare plan is submitted to the court. The facility has a designated community service worker, employed by the facility, who ensures that the youth will be involved in the community, enrolled in school, and will receive help from community resources. The youth's school records are generally transferred from the facility to the public school on the same day that the youth leaves; sometimes they are not transferred until after the youth leaves. School records are transferred by the Director of Education at the facility.

Youth who are on aftercare or probation are supervised by probation officers who also function as liaisons between the correctional facilities and the schools in youth's home communities. Requirements for supervision by and contact with probation officers differ among judicial circuits. Each has its own requirements.

The majority of youth who are ready to leave a correctional facility but can not return to their families are placed in private group homes. Occasionally they are placed with other relatives or foster parents.

The most commonly used community resources for youth who have been in a correctional facility are: public schools, mental health services, Alcoholics Anonymous, and alternative care which has been primarily group homes. Vocational rehabilitation has been of limited use.

West Virginia has not done any follow-up studies on the percentage of youth leaving juvenile facilities who return to school or obtain work.

When asked to identify the best practices and programs offered to youth in West Virginia, two programs were cited. Youth Services Systems, Inc. in Wheeling, is operated by a private organization under a contract. It offers emergency shelter care, an alternative school, independent living, a work program, and a detention center. Also cited was a forestry camp operated by the Department of Corrections and located in Davis. This camp combined academic

and vocational studies with work projects, mainly with two state parks that are located nearby. Youth learn construction skills, do maintenance and upkeep and build their own school.

Information for this report was provided by officials of the West Virginia Department of Corrections.

WISCONSIN

In Wisconsin, juvenile correctional programs are the responsibility of the Bureau of Juvenile Services (BJS) of the Division of Corrections (DOC) which is within a comprehensive social services agency, the Department of Health and Social Services (DHSS). Juvenile parole/aftercare services are provided by BJS and the county social services departments. Juvenile probation services are the responsibility of the county social services departments.

Juvenile commitments are determinate for a maximum of one year. The commitment can be extended by the court. Youth can be committed until they reach the age of 18; however, youth who are committed at the age of 17 years, 6 months will be committed until they are 18 years, 6 months of age. When youth reach the age for mandatory release while incarcerated, they are released without supervision. Wisconsin has no special provisions for sentencing youth who commit violent offenses. Youth who are 16 years old and commit any offense can be waived to adult court.

Wisconsin has a statute for transfer of the youth's school records to the juvenile correctional facility. Records must be transferred within five working days after youth are committed. The education staff at the facility requests the school records which aretypically received after the youth arrives, but generally within the established time frame.

Wisconsin has a multidisciplinary testing procedure that determines exceptional education needs of youth, whether for advanced or learning handicapped. Facilities' education programs for exceptional students are recognized by the public schools. If parents are not involved in the individualized education plan (IEP), officials proceed without them.

School enrollment, job training or employment is not a release requirement for youth, but they are part of each youth's release plan. Wisconsin has a procedure for notifying the public school that the youth who is leaving the facility should be enrolling there. School records are generally transferred before youth leave a facility. The youth and parole agent visit the school either before or within a few days after release. The education records are transferred from the facility by the education staff when they are requested by the parole agent. Depending upon the situation, the education staff sends the records either to the parole agent or the school.

Juvenile specialists or aftercare workers supervise youth on aftercare. They also function as liaisons between the facilities and home schools. The initial contact between the youth and juvenile specialist or aftercare worker will be within 24 hours. Subsequent contacts are on the following minimum basis: face-to-face once a week, parental contacts twice a month, school contacts once a week, and numerous contacts by telephone. Some youth are contacted every day, some every other day. Juvenile specialists or aftercare workers supervise 30 youth in facilities and 12 to 15 youth in the field.

Youth who are ready to leave a correctional facility but can not return to their families are placed with other relatives, with foster parents, in group homes or in residential treatment. They are placed less frequently in independent living situations.

The most commonly used community resources for youth who have been in a correctional facility are: vocational education, school, alcohol or other drug abuse outpatient therapy, family therapy, and private community agencies like the YMCA or the Boys' Club that provide recreation and tutoring.

Wisconsin's unit policies contain written guidelines for transition of youth from correctional facilities back to their community, school, or work. In addition, administrative rules are currently being developed. These rules will not be official until they are approved by the legislature.

When asked to identify the best practices and programs offered by Wisconsin's BJS, two programs were cited. One program, the Habitual Serious Violent Offender Program, was a diversion program in which a special worker worked with youth in their own homes, with intensive treatment as often as three times a week. The other program cited was the Early Release Intensive Supervision program for youth committed to secure facilities. Their supervision includes at least three contacts a week. If the youth do not follow the very specific rules and conditions, they are returned to the correctional facility or are moved from the family home to a non-secure placement.

Information for this report was provided by officials of the Bureau of Juvenile Services in the Wisconsin Division of Corrections.

WYOMING

In Wyoming, juvenile correctional programs are the responsibility of the Board of Charities and Reform (BCR). Juvenile parole/aftercare services and juvenile probation services are provided by a separate agency, the Department of Probation and Parole (DPP).

Juvenile commitments are indeterminate and can extend to the age of 19. Youth who reach the age for mandatory release while incarcerated receive aftercare supervision. Length of the supervision depends upon the discretion of the judge. Youth in need of supervision receive indeterminate commitments. Youth who are tried as adults receive indeterminate sentences. Wyoming has special provisions for sentencing youth who commit violent offenses.

Wyoming's procedure for transfer of the youth's school records to the juvenile correctional facility stipulates that the record must precede or accompany the youth to the facility. An employee of the facility requests the school records and they are typically received either before or at the time the youth arrives.

Although the correctional facilities do not have special education staffs, an individualized education plan (IEP) is developed for incarcerated youth with learning handicaps. Parents are encouraged to be involved in the IEP process.

School enrollment, job training or a job is not a release requirement for youth, even though youth generally do have prerelease plans involving one of these possibilities. Wyoming does have a procedure for notifying the public school that the youth should be enrolling there. The school records are transferred to the home school by the superintendent of the facility school at the time the youth leaves.

Youth on aftercare are supervised by DPP parole officers, but also are assigned to a social worker. The parole officer functions as a liaison between the correctional facility and the school

in the youth's home community. The initial contact between the youth and parole officer will be within seven days of the youth's release. Subsequent contacts depend upon the individuals and follow the plan that has been developed before youth exit the facility.

Youth who are ready to leave a correctional facility but can not return to their families are placed with other relatives, with foster parents or in Job Corps. A few are placed in group homes, but generally group homes are for young children.

The most commonly used community resources for youth who have been in a correctional facility are: vocational rehabilitation, vocational education, school, and occasionally either JTPA or mental health. The social work agency links youth with services they need.

Wyoming is in the process of writing guidelines for transition of youth from correctional facilities back to the community, school, or work. To facilitate the transition process, both the youth and parole officer receive a copy of the youth's parole regulations. In addition, an individualized plan will be developed for each youth by the counselors and discussed with the parole officers.

When asked to identify the best practices and programs offered by Wyoming's BCR, three programs were cited. In conjunction with the social services agency, Wyoming has started independent living arrangements for older youth. The program began with pre-independent living instruction in the correctional facility. Youth are supervised for six months while they learn how to take care of themselves. The second program cited was Wyoming Girls School which has minimal staff turnover. The third program cited was Wyoming Boys School which has a new staff that is vastly improving that program.

Information for this report was provided by officials of the Wyoming Board of Charities and Reform.

DISTRICT OF COLUMBIA

In Washington, D.C., juvenile correctional programs and juvenile parole/aftercare services are the responsibility of the Youth Services Administration (YSA) which is within a comprehensive social services agency, the Department of Human Services (DHS). Juvenile probation services are provided by the social services division of the D.C. Superior Court.

Juvenile commitments are determinate. The maximum commitment is two years and the minimum, one day. Youth can be committed until they reach the age of 21. Youth reaching the age for mandatory release while incarcerated would be released without supervision. Youth who are 15 years old who commit violent offenses can be waived to adult court.

The court's probation department, YSA, and the local education agency developed an automatic records transferral system. Probation officers are to take the initiative to obtain the records when the youth is committed. All of the commitment paperwork goes through the office of the probation officers. The YSA education liaison worker ensures that the school records transfer is completed. Records of youth detained in secure facilities are generally received before youth arrive at the correctional facilities. Records of youth detained in homes are generally received at the time the youth arrives at the correctional facility. Records of some youth are received after the youth arrive at correctional facilities.

Education of incarcerated youth with learning handicaps is the responsibility of the public schools. An individualized education plan (IEP) is developed for each youth and special education staff teaches the classes.

School enrollment, job training, or employment is a release requirement for youth. Each youth must have a release plan. Prior to release the youth's plan is reviewed by a team representing all disciplines at the facility that interact with the youth. A procedure exists for notifying the public school that the youth should be enrolling. Records are transferred by the education department at the facility before the youth is released, unless the release occurs ahead of its scheduled date.

YSA aftercare workers are assigned to youth at commitment. They begin working with youth at the facility, participate in the youth's treatment and in development of the youth's release plan, as well as supervise youth on aftercare, and function as liaisons between the facility, the home and the school. The initial contact between the youth and aftercare worker is within the first week following release. Subsequent contacts are stipulated in the release plan which also includes employment, school attendance, curfew, and drug treatment agreements. Aftercare can be revoked if youth disobey the requirements.

Youth who are ready to leave a correctional facility but can not return to their families are placed in subsidized bridge foster homes, with relatives, with the Job Corps, and in contracted group homes where they learn pre-independent living skills. Some youth who need treatment for educational and emotional problems are placed in private, out-of-state facilities.

The most commonly used community resources for youth who have been in a correctional facility are: vocational rehabilitation, mental health, schools, group homes and shelters contracted with private organizations, Job Corps, and direct treatment, such as drug rehabilitation.

The District of Columbia has completed a follow-up study of youth leaving juvenile facilities who are later assigned to adult correctional facilities. There are no statistics on the percentage of youth returning to school or obtaining work; however, all youth are required to either attend school or be employed following release from a facility.

The District of Columbia has experienced major revisions in its juvenile justice system in the last five years due to rulings by the appellate court. The public defender appealed when a youth's community status was revoked. The appellate court ruled that DHS could revoke aftercare, that the court did not have any jurisdiction over youth after commitment, and that DHS did not have to appeal to the court prior to revoking a youth's aftercare. Lawsuits resulted in a consent decree regarding caps on the number of youth at facilities, the treatment teams, the discipline code, and requirements for supervision by and contact with the aftercare worker. The consent decree affected the entire treatment process for youth.

The District of Columbia has written guidelines in the Youth's Services Administration's Policies and Procedures Manual for transition of youth from correctional facilities back to their community, school, or work.

When asked to identify the best practices and programs offered, diagnostic services that begin immediately when the youth is placed were cited. The diagnostic procedures are the nucleus for the individualized service plan that directs and guides a youth's progress through the system.

Information for this report was provided by officials of the Youth Services Administration in the District of Columbia Department of Human Services.

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